PIVOTAL TEACHER TRAINING PROGRAMME [PTTP]

COURSE BOOK

ON

EDUCATION

Module   1:   Concept and Philosophy of Education
Module   2:   Education in Nigeria
Module   3:   Educational Psychology I (Child Development)
Module   4:   Educational Psychology II (Human Learning)
Module   5:   Teacher Education
Module   6:   Classroom Management
Module   7:   Principles and Method of Teaching
Module   8:   Educational Evaluation and Classroom Assessment
Module   9:   Managing Challenging Circumstances

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FOREWORD

The National Teachers' Institute was established by the Decree No. 7 of 1978 to organize programmes for training, developing, upgrading and certification of teachers at all levels. In pursuance of this mandate, the NTI has trained and or upgraded over two million teachers at various levels (PTTP, NCE, ADE, and PGDE) through Open and Distance Learning (ODL) since its inception.

Following Federal government's introduction of the Universal Basic Education (UBE), And the mandate for the Institute to train teachers to meet the nation's urgent need for a large number of qualified teachers through Pivotal Teacher Training Programme (PTTP), the Institute produced course books in Education, English language, Mathematics, Integrated Science, Social Studies, Physical and Health Education, Hausa, Igbo, Yoruba, Christian Religious Studies, Islamic Religious Studies, Home Economics, and Agricultural Science in 2000. Since then, thousands of teachers have benefitted from this broad-based laudable programme and a growing number of states are demanding for it.

In the light of the above, and the need to include more up-to-date developments in pedagogy, the Institute deemed it necessary to revise the course books as well as make them reader-friendly and much less cumbersome. These 2013 second editions are also closely tailored to the latest NCE curriculum. Most of the authors are very seasoned teacher educators from the university faculties of education and colleges of education. The course books combine meaty substance in subject matter and effective current teaching methods.

Without any breach of modesty, we believe that our PTTP trainees will benefit immensely from these course books. All those who have contributed, in one way or the other, deserve special commendation for this effort.

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MODULE ONE: CONCEPT AND PHILOSOPHY OF EDUCATION

UNIT 1: WHAT IS EDUCATION?

INTRODUCTION
Education is a concept like all concepts. It is difficult to state what it is in a sentence or two. The question "What is Education" is an old one, that it has remained an important question suggests there is difficulty in arriving at a generally acceptable definition. The ancient Greeks are recorded as the first people to ask the question. Before the ancient Greek, Education had been practised by such ancient peoples as Sumerians and ancient Egyptians. Two reasons for the difficulty in getting generally acceptable definition of Education are:
i.   Everyone who considers defining it introduces her/his own personal reasons**.**
ii.   Different languages reflect different views of the concept. It is even not clear whether the idea conveyed by the English word "Education" has exact counterpart in Igbo, Hausa, Yoruba etc.
This unit is yet another attempt at examining and analysing the concept.

OBJECTIVES
By the end of this unit, You
(i)   Explain the concept of "Education";
(ii)   identify and explain 2 main types of Education available in Nigeria; and
(iii)   state and explain 4 characteristics features of informal "Education".

HOW TO STUDY THIS UNIT
1.   Go through the unit and take note of the salient points raised.
2.   Attempt to answer the activities without referring to the text.
3.   If you find difficulty in supplying answers at this stage, go through once more bearing the questions in your mind.
4.   Then check answers to the Activities and Assignment at the end of this booklet

WORD STUDY
CONCEPT	-	a idea, especially abstract ideas"
EDUCAND	-	"one being educated"
EUROCENTRIC	-	"centered on Europe as seen in Europe
PRELITERATE	-	"before literacy became the important means of communication and storing information"

ACTIVITY I
What 2 reasons are given in this unit for the difficulty in getting an acceptable definition of 'Education"?

 EDUCATION: SOME DEFINITIONS

There are several definitions of the term "Education" but most of these definitions: do not build in all that everyone understands Education to be. In this unit, some of these definitions are presented along with the one considered to be a more complete representation of the term. One definition has education as meaning to give intellectual and moral training to an individual. It is seen as a process through which an individual is admitted into society by being taught what is worthwhile in order that the individual might play his/her part well in the society.
It is generally known that education involves learner and teacher (the person or thing doing the education). The teacher may be someone who is specially prepared to teach in a special institution set up

for doing that work, the teacher may be brothers and sisters or other members of the family; the teacher may even be objects, events and situations.

The leaner is the one who is receiving the education. The learner is not always a student or pupil in an institution set for educating. The learner is anyone who learns and learning is agreed to have taken place when the learner shows changes in behaviour as a result of contact with the teacher. A problem with this definition of education is that it presents the learner as a passive receiver of whatever is being taught. Another problem with the definition is that it shows education as a single process of admission or initiation when in fact "initiation" can at best, be taken as just one of the means of educating; it is in fact not a clear description of what happens in education.

ACTIVITY II

What is wrong with definition of "Education' as a process through which an individual is admitted into society by being taught what is worthwhile in order that the individual might play her part well in that society?

Another view of education is that which sees it as schooling and strongly links it with acquiring the skills of reading and writing and other intellectual and attitudinal skills. A problem with this view of education is that it is Eurocentric, presenting a view of education as practised in societies where reading and writing are the major means of communication and storage of information. Yet it is known that every human society at every stage of development does engage in education: societies do educate without the agency of schools and without teaching or learning skills of reading and writing. Before the establishment of schools in Nigeria by Muslim and Christian missionaries, Nigerian societies were PRELITERATE but they were practising a form of education. Schooling is just another form and not all of education.

Another view of education sees it as all the processes and means by which people using the human ability to respond to and interact with the environment, pass on from one generation to another those aspects of their culture which they consider to be worthwhile. This definition recognizes the person as participating in her education through responding to and interacting with the environment. 'Environment" covers all the agents of education namely, the home, with the members of the family, outer society with older and peers, the school and its entire environment. That "education" is always something intended is reflected in 'those aspects of culture which they CONSIDER to be WORTHWHILE. This definition is considered adequate because, besides the foregoing, it incorporates the two forms of education namely, the informal education of preliterate societies and the literary or schooling type education. Education is always a means to an end, never an end in itself.

PRELITERATE OR INFORMAL EDUCATION

One of the two main types of education is Preliterate education.

This refers to education practised in preliterate societies. Other terms used to refer to this type of education are 'traditional' indigenous" and "informal' education.

These terms represent some of the features of this type of education.

TRADITIONAL

This refers to its character of being based on the traditions of the people. **Indigenous** refers to its character of being native to the place it is practised. **Informal** refers to the fact that it has no rigid structures.

OTHER FEATURES OF PRELITERATE EDUCATION

i.   Its aims centre on equipping the young to live, as useful adults as their parents, in the society into which they were born. Practising an acceptable way of life.

ii.   Its contents or curriculum derive from the learner and so consist of the beliefs, mores, along with occupational and other survival skills required by that environment.

iii. Its teaching and learning methods are practical demonstration and learner - observation and participation or imitation. Talking or explanation is sparingly used.
iv. Its evaluation method is continuous assessment. In a learning programme assessment takes place immediately its need becomes known by the teacher and that is as soon as a mistake is made. Assessment emphasizes correction and remediation. No time is set aside for examination; it is a part of the teaching and learning
v. The agents of preliterate varied including the home with family members, the community elders and peers and the outer environment. Each of these agents has recognised roles in preliterate education.
vi. It has different contents for boys and girls, to reflect the different roles society assign to the sexes.

ACTIVITY III
State two features of preliterate education.

LITERARY OR SCHOOL EDUCATION
This is the type of education which Muslim missionaries introduced into Northern Nigeria in the 14th Century. It works through the single agency of an institution called Madarasat in Arabic and School in English. Christian missionaries introduced this type of education into Southern Nigeria in the 19th century. Preliterate education has its own schools but the schools (for initiation ceremonies) operate for only short period in the process of education. In literary type of education, on the other hand the school is the recognized agent for education.

The school serves as the all - embracing characterisation of this type of education. It is in the school that the curriculum of this type of education is put into practice in a highly structured manner. Thus in the school,
i. The curriculum and syllabus are planned into schemes of work, notes of lesson and time tables.
ii. Classrooms are organised and managed for the instruction of learners.
iii. Trained, employed and paid teachers give instructions to learners.
iv. Children of both sexes attend and receive instruction according to their age or ability.
v. Tests and examinations are conducted at specified intervals to evaluate the outcome of the work of the school.
vi. Educational aims derive from the beliefs of the dominant group in the society at the particular time.
vii. The curriculum consists of subjects based on western European system of knowledge. This is quite often very remote from the fundamental needs of particular societies.
viii. Methods of teaching are instruction or talking, drill, reading and these are used for learning particular types of knowledge.

ACTIVITY IV
Mention 4 features of school education

Although preliterate education was the only type of education used in preliterate societies it is not limited to preliterate societies. It remains the first type of education given to every human being in all societies. The education given to children from birth until years after they enter school largely emphasizes mastery of the social skills and attitudes that enable human being to associate with other people. This type of knowledge provides the necessary condition for success in subsequent education and therefore in life.

In literate societies "Preliterate education is properly referred to as "informal education'. One reason for this is because literate societies project education as "schooling". In such societies, non-school activities that are educational attract the adjective "informal" It is the foundation for the formal which can be seen simply as a continuation of preliterate education in modern surroundings.

Under school type education, there is one generally accepted use of the concept: "Education". According to this, education is the field of knowledge which provides the professional specialisation for those who aspire to become professional educators. Education as here understood is studied under a variety of disciples but the core Education disciplines are History, Philosophy, and Psychology as well as Theory and practice. These, under one name or other, are the original and core subjects of Education: History of Education, Philosophy of Education, Educational psychology, Curriculum Studies, and Teaching practice.

ACTIVITY V
State one reason to show why informal or preliterate education can be seen as the foundation for school education.

ASSIGNMENT
1. Education is difficult to define satisfactorily"
   Give **two** reasons in illustration of the difficulties.
2. Give a definition of education with reasons to show why you consider it to be satisfactory.
3. Mention and explain 2 features of informal Education.
4. Discuss 2 features of school education.

SUMMARY
- This unit provides definitions of the concept "education",
- Identifies two types of education and the characteristic features of both informal or preliterate and formal education.
- Education as a field of study is also examined.

REFERENCES
Garforth, F.W. (1985) aims. Values **&** education Christy gate Press, Hall

UNIT 2: GOALS AND OBJECTIVES OF EDUCATION

INTRODUCTION
Education is a set of processes that is intended for getting "some other things" outside of itself. These "some other things" are generally referred to as the aims and objectives of education. In this unit, attempt is made to examine what the aims and objectives of education are.

OBJECTIVES
By the end of this unit you should be able to:
i.   explain what is meant by aims of education: and
ii.   explain what is meant by objectives of education illustrating how "objectives' differ from "aims".

HOW TO STUDY THIS UNIT
Follow the guidelines for study of previous units of this module

WORD STUDY
Aspirations: 'what are expected to be, but are not as yet so"
Commitment: "Giving full acceptance and attention"
Perpetuation: "Continuation, carrying on"

AIMS OF EDUCATION
Aims of education refer to the very general statement of policy which indicates what, in the long term, are expected to result from all activities that make up education. They are broad guidelines stated in varied terms such as: personal development, knowledge, religious insight, morality, citizenship, scientific understanding, and awareness of beauty etc. How education policy makers understand citizenship or personal awareness of beauty, for example, is determined by the philosophy or political belief of the nation.

In the Nigerian National policy on Education for example, it is stated that the national philosophy is based on:
a.   a free and democratic society.
b.   a just and egalitarian society.
c.   a united strong and self-reliant nation.
d.   a great and dynamic economy.
e.   a land of bright and full opportunities for all citizens.

It is from these statements that the aims of education for all levels of the Nigerian education system have been derived and stated.

ACTIVITY I
List 3 of the bases of Nigerian National Policy on Education.

The National Policy on Education (2004) section 8, sub-section B provides the goals of Teacher Education as to:
a.   produce highly motivated, cognizant and efficient classroom teachers for all levels of our education system.
b.   encourage further the spirit of enquiry and creativity in teachers.

c.   help teachers to fit into the social life of the community and society at large and enhance their commitment to national objectives.

d.   provide teachers with the intellectual and professional background adequate for their assignment and to make them adaptable to any changing situation not only in the life of their country, but in the wider world; and

e.   enhance teachers' commitment to the teaching profession.

The above statements are all very general and cover a wide range of needs. This is typical of education aims. Another feature of educational aims shown in the statements is how they are stated - they are stated as expectations. This is also typical of educational aims. The renowned British Educationist Sir Percy Nunn says for his country "The primary aims of all education effort should be to help boys and girls to achieve the highest degree of individual development of which these are capable. The two examples of statement of aims of education shows that what is generally stated as aims of education are always hot statements of the outcome of education but simply broad guidelines that seek to ultimately bring about desirable outcomes. They always project the political and religious foundation on which the nation is built or expects to grow on. There is generally easy agreement on national philosophies of education. The carried nature of the needs of education is expected to serve even for one individual - physical, intellectual, moral/spiritual development need - and the differences in the way individuals see their needs make it necessary to avoid stating particularities in statements of aims of education.

USES OF AIMS OF EDUCATION

The aims of teacher education in Nigeria which were stated above are so generalized that teacher educators cannot easily see what use they are. Yet statement of Aims of Education are useful for a number reasons. Statement of aims of education:

i.   guides expectations of those who provide education and those who pay for it;

ii.   enables educators to priorities (base on those aims) and concentrate on those priorities;

iii.   helps to determine the worthwhile achievements of education; and

iv.   helps in assessing the actual contribution(s) of the subcomponents of education and as particular curriculum.

ACTIVITY II

List the 4 uses of statement of aims in education

SOME COMMON FEATURES OF EDUCATION AIMS

Aims of education have some features in common, irrespective of the country or time in history when the education is being given. For instance, in the word survey of education published in 1971 by UNESCO, the United Kingdom's aims of education emphasize education according to "age", "ability" and "aptitude", the need for "general, professional and vocational courses" for those who can profit from them, and "enriching the inheritance of the country" by enabling all citizens to develop their various talents. The stated aims of education in• Austria were much the same. The similarity in the aims of education results from the fact that human beings have common needs for survival and education is used to ensure the survival of humanity.

In the process of ensuring human survival, the aims of education everywhere seek to enable individuals:

A.

(i)   to grow to maturity

(ii)   to develop her/his potentials

(iii)   to submit to the laws, customs and traditions his/her community.

(iv)   to take responsibilities for the community.

(iv)   to   partake   in   perpetuation   of   the   main   form   of   human experience such as morality, intellectual, spiritual and "practical training" as included in science, mathematics, music, literature and language.

B.   Education aims also generally seek the sustenance of society. This is seen in   the
    (i)   conservation of the traditions and culture of society;
    (ii)   assisting the economic functioning of society; and
    (iii)   generating progress and initiatives.
C.   In achieving A and B, educational aims also and generally carry on society's values.

ACTIVITY III
State 2 uses of educational aims for (a) the individual and (b) the society:

OBJECTIVES OF EDUCATION
A dictionary meaning of objective refers to it as "that to which action is directed". Objectives of Education are the short-term goals of education the attainment of which is possible.
Difference between Aims and Objectives:

1.   While aims of education are long-term anticipated broad outcomes of the total process of education, objectives of education are short-term (though not always immediate) outcomes of an educational activity such as schooling and within the schooling process a classroom teaching activity. Although objectives are developed to cover just one aspect of the education curriculum and for a given teaching and learning experience, over time, they (objectives) reflect all the areas covered by the aims of education such as the individual, the community and the values of the community.

2.   Another important difference between educational aims and educational objectives is that the latter are stated in measurable and behavioural terms. That is to say they are stated to indicate what specific change in behaviour is expected to be demonstrated by the learner as a result of the educational experience.

3.   There are a few more differences between educational aims and educational objectives Aims of education as we have shown above are generally formulated by all interested groups in education. Objectives of education, on the other hand are formulated by educators and they feature as guides for actions in classroom teaching situation. Objectives can be described as the decisions of individual teachers as what learning outcomes are expected from the teaching transaction demonstrated in the behaviour of each learner.

4.   Another feature of educational objectives is that they focus on the individual's total personality. Hence, good objectives for any given learning experience or classroom transaction address at least two of the domains of knowledge, namely, cognitive, effective and psychomotor domains. Objectives of Education give direction to teaching experiences. That is why they form the nucleus of lesson plans used by teachers and provide the guidelines for assessing teaching transaction.

AC11VITY IV
Mention 2 differences between educational Aims and Objectives.

ASSIGNMENT
1.   Even though stated aims of education give no specific guidelines for practical educational action, stated aims of education are necessary. Give two reasons in support of the statement.
2.   Examine   any   2   of   the   needs   of   the   (a)   individual   (b)   community which educational aims of people everywhere seek to meet.
3.   What is meant by objectives of Education?
4.   State and explain the differences between Aims of Education and objectives of Education.

SUMMARY OF UNIT
- This unit has explained with illustrations the meanings of Aims and objectives of education.
- It shows that while aims of education refer to the long-term experiences of the effect of education on the individual, objectives of education refer to those shorter term expected outcomes of individual educational activities some of which can be measured in the immediate aftermath of the educational experience.

REFERENCES.
Cliforth, P.W. (1985). Aims, Values and Education, Hull: Chystgate

Federal Government of Nigeria (2004). National Policy on Education (4th Ed). Lagos, NERDC.

UNIT 3:   GOALS AND OBJECTIVES OF PRIMARY EDUCATION

INTRODUCTION

Primary Education is a very interesting and challenging aspect of education. It is interesting because it helps to clarify and make you appreciate many things you did not learn at your primary school age, and so help you to understand students better. The study of primary education will open up a world of knowledge about children: the way they grow, think, play, learn, and make friends. It is challenging because it provides opportunities for children to aspire and attain the best they can under the guidance of teachers. It challenges you to be interested, appreciate and especially be a part of what many dedicated teachers are doing to improve mankind.

A study of primary education is important because it is at this level that we can find the greatest number of pupils. Indeed, it means that whatever knowledge, skills, values and attitudes that are relevant for living must be introduced in some way to the pupils at this stage. Again primary school pupils are in their formative year and so are most open to influence.

In this unit, you will be reading about the meaning and purposes of primary education. Before we go further, you need to be acquainted with the objectives of the unit.

OBJECTIVES
By the end of this unit, you should be able to:
1.   state the meaning of primary education;
2.   explain the major factors that affect the choice of purposes of primary education; and
3.   discuss who an educated man is.

HOW TO STUDY THIS UNIT
1.   Skim-read through the unit to get a general feel of what it is all about.
2.   Study the unit in detail, paying great attention to:
      a. Meaning of primary education, and
      b. Purposes of primary education
3.   As you read through this unit, cast your mind back to the children aged 6 to 11 plus in your school.
4.   Answer all the questions posed in the course of this unit; they will help you ensure that you are on the right path.
5.   Observed the children in your school as they play, learn, and engage in different activities. Relate your observations to what you read.
6.   Check answer to Activities and Assignment at the end of this booklet

WORD STUDY
Some of the words you will encounter in this unit are explained below:
Literacy: Ability to read and write.
Numeracy: Ability to understand, count and work with figures and numbers.
Citizenship: A person with full right and duty as a member of a country. Citizenship is acquired by birth or by naturalization through application.
Dynamic world: Fast changing world
Peers: Persons equal to others in a group in terms of age, rank, status or ability.
Cognitive Domain: Deals with understanding, thinking.
Affective domain: deals   with beliefs, values feelings, appreciating.
Psychomotor Domain: Movement. It deals with the hands legs movement, skills.

MEANING OF PRIMARY EDUCATION

Primary education is made up of two words; i.e. primary and education, which we need to briefly explain.

a.   Primary: The Oxford Advanced Learners dictionary, explains primary as 'the earliest in time or order of development: A thing is at the primary stage when it is at the beginning. The beginning of anything is likely important. If the beginning is strong, it is likely that the subject will endure but if the beginning is weak the subject may fail or die.

b.   Education: Education has been defined in several ways. Education can be viewed as "a process of training and giving instructions especially to the young and inexperienced. It is through training and instruction that children acquire knowledge skills, attitudes and readiness for living a better sustaining life. Education can be acquired either formally or informally. Informal education is received out of school. Children learn to clean themselves, sweep their homes even before they go to school. Formal education is received in the school from teachers with set objectives, established curriculum and content for study.

c.   Primary Education: Primary education is the education given to children, in the first six years of school. It is for children between ages 6 and 11 or more. You may wonder why primary education is referred to as the first years of schooling when children had already attended the nursery and kindergarten schools before proceeding to the primary school. In Nigeria and in some other countries, a child may have the nursery and kindergarten education before being admitted into a primary school. Again both the nursery and kindergarten schools are usually referred to as pre-schools which means before formal education. Formal education begins with primary education, which is the foundation of the educational system. As a foundation, its quality will determine the quality of the rest of the educational systems. In fact, primary education is the substructure upon which other educational levels are erected.

ACTIVITY I

1.   What does primary education mean?
2.   Why is primary education important?

CHECK YOUR ANSWERS AT THE BACK OF THIS BOOKLET

PURPOSES OF PRIMARY EDUCATION

A purpose is an intention, an aim, or objectives for doing something. A purpose is intentional. It is not accidental. If I ask you your purpose for studying this course, you may reply that it is an essential requirement for obtaining a teacher's certificate from the National Teachers' Institute (NTI). Factors that affect purposes are:

1.   Purpose of education reflects variety of opinions Primary Education, like other arms of education, has purposes. Indeed it is interesting to observe that contemporary primary education reflects a variety of opinions on what education is all about. For instance, ask a parent why he sent his son to school. You may be surprised of his reply. One parent may have sent his son to learn to spell his name like "John Bull" while another may have sent his son to school so that he would be prepared to make lots of money later in life, take good care of his father in his old age and give him befitting burial at his death. If the same question were to be asked a clergyman, he may reply that he wanted his son to be honest, gentle, obedient and reflective about God. A primary school teacher may even have a different answer. He may feel that school children are sent to him to enable him teach them well for them to pass their examination and gain admission into secondary schools.

All the purposes of education indicated by the parent, clergyman and the primary school teacher are good purposes, yet each is deficient in many other ways "that should help to produce an educated primary school child". Take the purposes stated by the parents, neither the spelling of his name nor making the whole money on earth can give a child self-actualization and happiness. The purposes indicated by the clergyman will produce a well behaved child who will lack the ability to create, solve problems and compete effectively with his peers in a dynamic world. The primary school

teacher will eventually produce a child who will go to a secondary school but who lacks affection and cannot use his hands in doing manual work. Purposes of education are desirable valuable outcomes of education. They are desirable and valuable because sound education should help children develop competencies in basic knowledge, skills, attitudes and values that are socially accepted and lead to individual development irrespective of their individual differences.

2. Purpose of primary education change with times: The society we live in is dynamic and education should also be the same, because individuals function in a changing society. During the colonial period in Nigeria, the purposes of education were to produce people who could read and write, become interpreters and catechists. The purpose above can no longer serve the present Nigeria. This is why purpose of education change with time to reflect the needs of a society.

3. Purposes of primary education are not universal. Purposes of primary education are not the same to all countries of the world. Purposes of primary education in Nigeria cannot be same for Britain. This becomes even more pertinent, knowing that the purposes of primary education reflect the philosophy of education in each particular country.

4. Purposes of primary education should be child centered. Purposes of primary education should address the needs of the child and not of the teacher. This is basically so because any planned education should modify the behaviour of the child. Its effectiveness is assessed using the child. The personal growth of the child, the cognitive, psychomotor and affective domains are important considerations when primary education purposes are stated

   Also since the child is an integral member of his society, the purposes of education should reflect his personal/social needs. All knowledge, skills, attitudes and values he acquires should relate to his intellectual physical, aesthetic, spiritual, emotional and personal development; as a member of a social environment, his social and moral development are important.

ACTIVITY II
1. Why are purposes intentional?
2. What are the purposes of primary education?
3. What factors affect the purposes of primary education?

THE EDUCATED PERSON
The purposes of primary education are to produce educated person. Some important questions worth asking at this point are: who is an educated person? Is the educated person the one who always took the first position in his class? Is he the one who went to the best university, the one with lots of money or who has a very good white collar job? None of the answers above depicts an educated man. From what we learned in this unit, we can conclude that an educated man should have the following attributes:

1. Knowledge, skills, positive attitudes and behaviour values that are relevant to his personal growth and that of his society. Some of the relevant knowledge include: a wide vocabulary, wide general list of subject based, knowledge of times and places beyond this environment, variety of skills in reading, writing, concentration, literary work, doing different arts and crafts, playing variety of games, can appreciate beauty etc.

2. He should be able to transfer what he learnt at school and apply them appropriately in different situations where there is the need.

3. Practise life living education. Willing to continue to improve himself even after schooling.

4. Be committed in his area of specialization and defend his commitment.

ACTIVITY III
1. What are the attributes of an educated person?
2. List 3 types of knowledge, 3 types of skills and three types of positive attitudes that an educated man should possess.

ASSIGNMENT

1. The importance of primary education can never be overstressed. What is primary education and what are its purposes?

TAKE YOUR ANSWERS TO YOUR COURSE TUTOR FOR DISCUSSION

SUMMARY

- In this unit, an attempt was made to explain the meaning, and purposes of primary education. Primary education means the education given to pupils between ages 6 and 11 plus. It is the foundation of all the educational systems and its success determines the success of education.
- The purpose of primary education is to produce the educated men who have competent knowledge, skills, attitudes that are desirable and valuable in his society and for his personal growth. The personal growth of the primary school pupil should be reflected in his three domains - cognitive, psychomotor and affective domain.
- Many factors affect the purposes of primary education. Among these are the different opinions in the community, time (in a changing world) place, the child and the philosophy of the society. Much can be done to improve primary education by judiciously addressing the factors mentioned above.

REFERENCES

Cliforth, P.W. (1985). Aims, Values and Education, Hull: Chystgate

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UNIT 4: **MEANING, NATURE AND SCOPE OF PHILOSOPHY OF EDUCATION**

INTRODUCTION

The word 'Philosophy' means different things to different people in their discussion in everyday life. Man in the street uses the term to refer to the principles or aims that guide his actions. The professional philosopher or educator uses it to refer to the opinion he holds about the world especially what he thinks of the place of man in it. Although, the use of the word by the ordinary man may be vague, his meaning is almost the same as the professional educator. Even then, the word could mean a number of things lo philosophers of education because philosophy is interested in different aspects of human life. The background of each philosopher accounts for his way of defining philosophy. Also, the needs of a particular society influences their philosophy and philosophy of education.

OBJECTIVES

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

1.   discuss and explain the meaning of philosophy;
2.   list a number of definitions of philosophy;
3.   explain the scope of philosophy;
4.   identify the functions of philosophy; and
5.   state the implications of philosophy methods to education.

THE MEANING AND DEFINITIONS OF PHILOSOPHY

People think of philosophy in different ways because of their differences in viewing the world. The various ways people see things have accounted for the arguments about the way things are and how man fits into the universal scheme. We can illustrate the situation with a short story: A group of blind men out of curiosity about what a cow is like went out to "see" one with their hands. One of them touched the tail and described, it as something like a brush; another who touched the feet described them as something like poles; another who touched the side and belly described it as something like a wall while the one who touched the horn described it as hollow curved pipe. Depending on which part each blind man touched, he had his own description of the cow. Similarly, people define philosophy from different perspectives. The word 'philosophy' came from Two Greek words "Philo" and "sophia" both meaning "Love of Wisdom." Although, contemporary philosophers do not parade themselves as "wise men", wisdom is certainly an attribute of philosophy. But who is a wise man? What would make us refer to a person as wise in African society? To refer to a person as a wise man in Africa, the person must know the traditional practices and customs of his people. Such a person must also be able to think critically and deeply about the world around him. It is only when a person has these qualities that you can refer to him as a wise man or a philosopher. In other words, how much schooling or paper qualification a man has does not account for his becoming a philosopher. The so-called illiterate in your village could just be the philosophy around from whom you could learn a lot about your society. Philosophy has been defined as:

a.   A mental attitude between Science and Religion, Like Science, it is concerned about factual evidence about the world. Like Religion, philosophy is never definite about anything said about the nature of God or man.
b.   A way of simplifying complex ideas and statements about our experiences in life in order to make us understand them fully;
c.   A study which examines the nature of the world and the reasons behind many things or events happening in it.
d.   The sum total of what a person accepts as guiding principles to act in a particular way at different times, places and circumstances.

Although each of these definitions reflects the views of different philosophers, you are free to adopt or associate yourself with any or come up with your own definition. It should be noted, however, that your definition is an indication of your view about the world.

MEANING AND DEFINITION OF EDUCATION

Whenever we hear the word 'Education', the first place our mind goes to, is the school. Most of the time, we tend to think of education in terms of what teachers and their pupils do in school. We forget that what takes place in the school is only a small fraction of education. Indeed, education is a process that starts the very moment a person is born and ends whenever he finally dies The process of education is one which involves a number of activities on the part of several people, including the teacher, the pupil, parents, the government and every citizen of the country. They all participate in the process in one way or the other. As you are well aware, teaching is a key factor in education and learning is another. The first teacher a child ever has is his parents, and this learning process starts as soon as he enters the world. Since the teaching - learning process starts with the child's parents, the mother in particular, the background of the learner matters a lot. If, for instance, the mother of the child is an educated lady with a good means of livelihood, that is, a good earning, one can be sure that the child will be well fed and taught a lot of things that another child from a less enlightened family is not likely to have. A child growing up in a home where both parents can find time to teach and interact with him, certainly has some advantage in terms of his education. This is even more when there are such things as books, newspapers magazines, radio and television to stimulate his learning in the home and increase his chances of achievements in education.

As you can see, education begins at home with parents leading the way. At the school, the teacher continues the process of educating the child. It is to be noted that, the teacher does not take - over the education of the child because he and the child's parents are partners - in -progress as far as the child's education is concerned. At the school level also, the responsibility of educating the child is shared by all the agencies of education which ensures that adequate facilities, books, furniture materials and qualified staff are provided. It is also government's responsibility to ensure the safety and health of the child through its various agencies. The process of education therefore, involves different activities on the part of the parents, teachers, the community, the government and the child. The goal is to help him acquire knowledge, skills and morals. These components of education are essential to the making of the educated person. The educated person is one who can apply his knowledge and skill in such a way as to find solution to whatever problems confronts him. Education, indeed, is the practical way of attaining individual and social fulfillment. R.S. Peters has defined education as a process of socialization, enculturation and transmission of what is worthwhile to those who are committed to it, be they children or adults. In view of all these, we can define education as a process of developing knowledge ability in learners in such a way that they use this knowledge to improve themselves and their society.

THE SCOPE OF PHILOSOPHY OF EDUCATION

When we talk about the scope of philosophy of education, it could be as wide as we want it to be. Since the educational process comprises of many activities by many people, the discipline that sets out the guidelines should be all- embracing. Philosophy of education is a combination of two broad but related disciplines and they are. philosophy and education, It is for this reason, that John Dewey has described philosophy as a general theory of education. By this, Dewey means that you cannot do philosophy without education. We must, therefore, see education as the other side of the philosophical coin. One cannot be separated from the other.

However, even as it touches on every aspect of education, philosophy of education can be defined as a subject in which we set goals for education bearing in mind our social needs as people. Like in philosophy, we also clarify issues and problems in philosophy of education. Therefore, in philosophy of education, we study the nature of man to see why he should be educated and how best he can be educated.

This is metaphysics and education. We examine the nature of knowledge and what knowledge can be judged as best in education. This is Epistemology and education. We also study the value that education has and in what ways education can be pursued to promote the values which we have as a people. This is called Ethics. Like pure philosophy, philosophy of education is analytical because it also seeks to examine and clarity important educational issues and problems.

PHILOSOPHY AS FOUNDATION FOR EDUCATIONAL THEORY AND PRACTICE

The contribution of philosophy to the development of educational theory and practice has generated controversies. The science minded educators believe that, the scientific approach is more beneficial than that of philosophy. While science is said to be more factual, philosophy is based mostly on thinking which many people do not value. But philosophers hold the view that their approach to form educational theory is sound and acceptable.

Most philosophers, however, consider the contribution of scientific investigation to educational theory as useful because it supplements the philosophical one. It is in the light of this, that educational theory can be considered as a combination of philosophical beliefs, scientific findings especially in the social and behavioural sciences. Educational theory is usually intended to assess and describe the relationship existing among teachers and what they do. Ultimately, it must guide what the teacher does, in terms of promoting the teaching learning processes. Educational practice, which is a combination of what a teacher actually does, can only be meaningful and rewarding within the context of educational theory. In other words, philosophy among other things constitutes the basis of educational theory. Educational theory guides educational practice or the teaching - learning processes. It must be noted that educational practice includes the activities of such professional as the headmaster, teachers, school librarian, guidance counsellor and even the officials of the Ministry of Education.

But how does educational theory develop? How does philosophy form part of this process? First, the mind develops some ideas of the world to promote learning. Secondly, the addition of scientific faces is intended to strengthen the philosophical ideas which cannot be seen physically. Thirdly, the inclusion of society's view about things is intended to reflect the input of those for whom the educational process is meant. These way educational theories are based on facts and the hopes which scholars have for their societies either at the moment or in future.

The philosophical aspect of educational theory is not factual like science. The reason for this can be explained by the fact that, certain principles, that is, rules which apply to all men and things, are formulated from the elements of conflicts or disagreement among people so that there is some agreement as they seek to promote learning. One reason why these principles are essential is because they have taken into consideration the interest of the society as a whole. Available knowledge is also included to provide more information to all whose teachers' practice is affected by the theory. We must add that a solid educational theory is very essential to the development of educational policy such as our National Policy on Education.

Philosophy as a Guide to Curriculum Design:

The educational process relies on curriculum for guidance while philosophy constitutes the base of curriculum design. Curriculum design is the fruitful ordering of subject matter designed to produce knowledge, skills and attitudes in our children. If the products of curriculum design are so important to the educational process, we should expect philosophy to play an important part in the shaping of education. For one thing, knowledge and social outlook are key components of philosophy. In fact, the skills referred to, are basically intellectual because thinking is involved.

Whether curriculum is seen as the total interaction between the teacher and his pupils, or as the general name for school subjects, like Mathematics, Language, Arts, Health and Physical Education among others, curriculum is based on philosophy because of the inspiration it derives from philosophy.

IMPLICATION OF PHILOSOPHY FOR TEACHING

From the foregoing, it must be apparent that philosophy has great implication for teaching. If we accept the main task of the teacher as to impart knowledge, skills and morals, and these elements are all grounded in philosophy, it is absolutely necessary for the teacher to pay attention to philosophy. The use of the mind as an effective instrument for thinking one's way out of problems is very important. The teacher, who acts before he has the opportunity to reflect, can certainly not be an effective one. Philosophy therefore, makes teachers able to think clearly and encourage this in his learners. As one whose activities in the classroom are guided by a philosophically inspired curriculum, the teacher must see himself as a nation-builder in the strictest sense of the word. The country depends on him to teach in such a way that the manpower needed to man the different areas of responsibilities is efficient and effective. Therefore, philosophy helps the teacher to understand his work better. Philosophy also helps the teacher to understand the national and educational goals of his country. It is therefore essential for the teacher to relate the function of philosophy to education so that he can use knowledge to produce the educated and skilled Nigerians needed to develop the nation.

EDUCATIONAL PHILOSOPHY AS A BASIS FOR EDUCATIONAL POLICY

Educational policy is an aspect of Public Policy. A policy is a statement of action to be taken by government in order to achieve some goals. The goals may be educational, economic, political, or religious. Since educational policy is part of public policy, the National Policy on Education is therefore, Nigeria's guideline for managing its educational institutions. Our concern in this section is with the contribution of philosophy to educational policy in general.

Philosophy is very valuable in identifying our needs as a people. When these have been identified, we set goals that have to be met in order to satisfy the needs. Alter these, policies are then formulated in order to achieve the goals. In Nigeria, philosophers have come out to participate in policy - formulation and implementation at different levels. Their participation in the writing of the present programme for the N.T.I is a case in point. Since the 1980s, there has been an increased awareness for philosophers to provide guidelines for our country on serious policy issues. Their roles have been the development of principles and theories which led to the formulation, development and implementation of public policy. Rather than advocate for a particular policy, philosophers instead, promote or provide ideas which are then pursued in Issues relating to foreign policy, the economy and education.

The contribution of the contemporary philosopher to the formulation and implementation of an educational policy also, includes reading between the lines to clarify whatever complex or confusing terms or statements there might be. He must throw light on the aims of intentions of those who made the policy. This will lead to a better understanding of exactly what policy-makers mean by including certain things in it. Many times, philosophers are also engaged as policy makers. Since it is a common practice to include such professional as lawyers, doctors, engineers and teachers in (he policy - making process, the input of the philosophers can make a lot of difference because of his comprehensive view of man and the entire universe.

His input will be mindful of the implications of the policy to the lives of those to be safeguarded and the democratic values of the country while formulating the policy,

In retrospect, it should be obvious that, education is a life- long process to which virtually every one contributes - the child, the teacher, the community and government. Since the ultimate goal of education

is to equip the child with adequate knowledge, skills and morals to enable him become a full member of his society, it is something mat cannot be taken lightly.

The contribution of philosophy of education adds a lot to the process of formulating educational policies and practice. It provides the theoretical guideline on which policies are based. Many times philosophers are also policy makers.

Philosophers of education have contributed a lot to education by way of educational theory as a guide to educational practice in Nigeria. Their active participation in policy issues in recent times has done much to make the implementation of the National Policy in Education more successful. It is noteworthy that philosophy of education has continued to be helpful to teacher education in Nigeria.

ASSIGNMENT

1.   What is philosophy?

2.   What is education?

3.   Give a simple explanation of philosophy of education

4.   Describe the scope of educational philosophy.

5.   List philosophy's contributions to educational policy,

6.   Describe philosophy's role to educational theory and practice,

SUMMARY
This unit discussed:
*   the definition of philosophy;
*   the definition of education; and
*   philosophy of education.

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UNIT 5:   THE PHILOSOPHY OF NIGERIAN NATIONAL POLICY ON EDUCATION

INTRODUCTION

In 1969, the first national curriculum conference on Nigeria education was held. It was aimed at determining what kind of education Nigerians wanted for themselves. By 1977, Nigerians for the first time had a document called the National policy on Education. The policy was revised in 1981, 1998 and 2004 and it shows government's plan for action in providing "Nigerian citizens with relevant education". In this unit, we shall study the philosophy of Nigeria National Policy on Education.

OBJECTIVES

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

1.   explain the national philosophy as stated in the policy;

2.   discuss the national concept of man and the world ;

3.   discuss the national concept of knowledge;

4.   explain the national concept of morality; and

5.   indicate the implications of our national philosophy for educational practice in Nigeria.

NIGERIA'S NATIONAL PHILOSOPHY AS STATED IN THE NATIONAL POLICY ON EDUCATION:

In the National Policy on Education (revised, 2007), our national philosophy was called our national objectives. These objectives have inspired our national philosophy of education.

The objectives are:

1.   a free and democratic society;

2.   a just and egalitarian society;

3.   a united, strong and self-reliant nation;

4.   a great and dynamic economy:

5.   a land of bright and full opportunities for all citizens;

From these objectives, we see that the policy stresses that Nigeria is a sovereign state, so her nationhood is greater in importance than any other person or group in the country. Therefore, Nigerians must at all times ensure that the country is united. Also, all citizens should make every necessary contribution to make the country strong, to compare with other great nations of the world.

This philosophy also stresses that Nigeria is a community of peoples which can be compared to a large family. In this large family; everybody is his brother's keeper. Therefore, all Nigerians should be ready to help one another always. In order to encourage this family feeling, we need the values of freedom, justice and egalitarianism. These values will be explained later under our national concept of morality. Our National Concept of Man and the World:

Since we have inherited the traditional, Islamic and Christian concepts in our ways of life, we have developed a national concept of man and the world which is expressed in the national policy. This is presented as the qualities which are desirable in every Nigerian child. These qualities are;

1. respect for the worth and dignity of the individual;

2. faith in man's ability to make rational decisions;

3. moral and spiritual values in interpersonal relations;

4. shared responsibility for the common good of society;

5. respect for the dignity of labour, and;

6. promotion of the emotional, physical and psychological health of all children,

Let us now explain them more.

Our national philosophy asserts that every Nigerian citizen is dignified and so he deserves to be treated with respect while he should in turn respect others. Every citizen should be given the opportunity to take decision concerning his own life, and he should allow this same right to other citizens. Above all, every citizen should take his work as a reflection of his personality, so he should respect his work, do it well and respect other people's work too.

In the society, Nigerians as a people are to Work together for the welfare of everybody. So, we are responsible for our fate as a people, whether we are rich, poor, developed or backward. We should therefore always feel concerned about the progress of our society. Again, since there are different religions practiced by Nigerian, we should be free to hold our religious value and allow others to hold their religious values. In other words, our national philosophy upholds that all Nigerian citizens should enjoy a balanced state of existence, either in physical, emotional or psychological health- This means that every Nigerian should feel welcomed in any part of the country at any time, because Nigeria belongs, without any exception, to all her citizens.

Our National Concept of Knowledge

In the national policy on education, education is referred to as "instrument of change", especially, "change in the intellectual and social outlook of any society. This shows that we expect our learners to improve both in learning and in character as a result of going through our educational system in Nigerian.

Since knowledge acquisition is the special activity in education, our national policy gives the following as our educational objectives;

1, the inculcation of national consciousness and national unity;

2. the inculcation of the right types of value and attitudes for the survival of the individual in the Nigerian society;

3. the training of the mind in the understanding of the world around; and

4. the acquisition of appropriate skills, abilities and competence, both mental and physical as equipment for the individual to live in and contribute to the development of his society.

From these objectives, it follows that the best knowledge for the Nigerian learner is me one that helps him to achieve these objectives. The objectives can be achieved in two major ways.

Firstly, our educational process must give the leaner the knowledge which he needs either to look for employment or to employ himself. This enables him to care for himself and care for others.

Secondly, this knowledge enables the learner to have consideration for others around him. So he adopts a principle of "live and let live". The knowledge also helps him to appreciate the whole work of creation so that he does not abuse it. Above all, this knowledge makes him more aware of himself as a citizen of Nigeria and so he protects the interest of his country just as he protects his own interest and that of others around him.

Our National Concept of Morality

Our concept of morality is emphasized in the national policy in two places. Firstly, the Nigerian citizen is expected to show:

"moral and spiritual values in interpersonal relations" and,

"shared responsibility for the common good of society".

Again, under our national objectives, we would like to be:

"a free and democratic society" and,

"a just and egalitarian society"

The above shows that, the Nigerian learner should be guided by the noble moral principles of his religion. He should therefore demonstrate religious tolerance. He should not use his religion to harm others. Again, the Nigerian learner should be considerate of the needs and feelings of others in his dealing with them. He should always put himself in other people's position when dealing with them so that he only does to others what he would like others to do to him. Therefore, he should develop personal values like honesty, humility, discipline and responsibility among others. As a sovereign state, our national morality extols freedom, justice, equality and democracy. This means that Nigerian citizens are free to express themselves in any manner provided they are concerned about the good of the society. They are also free to express themselves if they feel cheated, oppressed, insulted or disgraced. Again, our national morality assures us justice, no matter how big or small we may be, Nobody is too big before the law, and nobody is too small to be protected by the law, Our national morality also assures us of equal opportunities in getting benefits like education, health care facilities and other social services which affect our welfare. Above all, our national morality assures us of democratic government at all times. This shows that as citizens of Nigeria, we can always contribute our quota to make the government succeed in helping the people.

The Implications of Our National Philosophy for Educational Practice in Nigeria

The philosophy of education which we have developed up to date has implications for the practice of education in Nigeria today. This will now be examined briefly.

The teacher needs to adopt our national philosophy of education in order to be able to achieve the goals set for education in the national policy. The teacher needs to consider the learner as one who is capable of creative thinking, and free to make use of learning as he knows best. On so doing, the process of education would take the nature of the child into consideration than before. The teacher needs to understand the national concept of knowledge. Wherein knowledge is both a process of self-development for the learner and an opportunity for helping others, in consequence, the teacher should educate the learners in a way to make them want to find out more about themselves and the world around them. The

teacher should also stimulate the learners to think of the welfare of others in the way they use their knowledge.

The teacher again needs to be committed to the moral education of the learners. Conscious efforts have to be made to inculcate in our learners, the values of honesty, discipline, humility, respect for others, and other values that we cherish and which make as live happily with one another.

Above all, educational administrators as well as teachers at all levels need to organize their schools in such a way that they consciously inculcate in learners the values of freedom, equality, egalitarianism and democracy. The more the school is organized to promote these principles, the natural they would be to learners and the easier it would be for them to practice the principles in adult life.

ASSIGNMENT

1.   What can we identify as the sources of our national philosophy of education?

2.   Briefly explain our national philosophy as:

   (a)   a sovereign state

   (b)   a community or national family

3.   Why does the Nigerian citizen deserve to be respected by fellow citizens?

4.   Briefly explain two values of knowledge to be provided in the Nigerian educational system.

5.   What are the benefits of adopting the moral values of freedom and democracy?

6.   In what two ways can the teacher practice the philosophy of education in the school?

SUMMARY
In this unit, you were exposed to:

- our national policy on education;
- the contents of the policy document;
- the benefits of moral values as enshrined in the policy as well as values of freedom, equality, etc.

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MODULE TWO: EDUCATION IN NIGERIA

UNIT 1:   INDIGENOUS EDUCATION IN NIGERIA: DEFINITION, OBJECTIVES, CURRICULUM, METHODOLOGY, MERITS AND LIMITATIONS

INTRODUCTION
If I ask you to tell who an educated man is, what will be your answer? You may say that an educated man is one who is able to read and write. You may, further, go on to say that he is the man who went to school. You may be correct because such an answer has become conventional. On the basis of this, let me ask you another question. Would you say that 'our forefathers were educated or not? Probably, you may say that they were not because they did not go to school and so were illiterate. You would be wrong here because education involves more than going to school and the ability to read and write. On the other hand, your answer may be that they were educated. Your reason for this would be that they learned how to use the resources in their environment to solve their day-to-day problems. Taking this stand, you would argue that every human society anywhere at any age has its own form of education. So, before the coming of Europeans, Nigerian societies had their own system of education**.**

The type of education that went on before the introduction of modern schooling is the concern of this unit. After going through it, you will realize that although without our present day type of schooling, they were educated. We shall proceed with their type of education and explain why we regard them and others with them as educated. Theirs was indigenous education.

OBJECTIVES
By the end of this unit, you should be able to:
1.   explain clearly the concept of indigenous education
2.   specify at least five objectives of indigenous education in Nigeria;
3.   state clearly the curriculum contents of indigenous education and the methodology of instruction, and
4.   list and explain at least two merits and Iwo limitations of indigenous education.

HOW TO STUDY THIS UNIT
1.   Please read through this unit once and try to note the most important ideas. When you find an unfamiliar word try to look up the meaning of such unfamiliar word in your dictionary.
2.   Now study this unit step by step just as the entire unit has been arranged for you. You must carry out all the exercises that are expected of you at the end of every step. Undertake also the assignment at the end of the unit. Do not try to look at the sample answers before answering or attempting the exercises.
3.   To get the best result out of studying this unit, you should obey all the instructions.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOKLET

WORD STUDY
The following words which we shall come across in this unit may be difficult for you to understand. Below are the meanings of such words.

Taboo	-	This is a practice or an act which is not approved by society or culture e.g. to have sex with your sister.
Chronicler	-	A traditional professional story teller. He may be called a traditional historian.
Apprenticeship system	-	Sending one to go and study a trade or craft under someone who is an expert in the craft or the trade.

Antidote -	This is something which is given to someone who has taken poison to neutralise the effect of the poison.
Indigenous -	Something which is not imported. It is part and parcel of the place.
Initiation ceremonies –	these are traditional ceremonies for admitting new members. To initiate means to admit.

THE CONCEPT OF INDIGENOUS EDUCATION

Before we try to show that our great grandparents were educated, let us ask an important question, what is the meaning of indigenous education? It was stated in the Introduction that every human society at any age has its own system of education. Indigenous African societies had their own systems for training their young before the introduction of the western-type education. This training was called indigenous education because it was part and parcel of the society. Some writers choose to call it traditional education. For instance, Professor Fafunwa so chooses. But, it is more appropriate to call it indigenous education because it was not imported. It was part and parcel of African indigenous societies. An imported practice may, after a long time, become traditional. This was not the case with indigenous African education. Indeed, what our fore-parents did in the form of training was indigenous to every society.

We must note that when the white man came to Africa, he did not find these African practices in print. Indigenous Africans did not have written records. So, he concluded that Africans had no education. Later, he began to refer to African indigenous form of training as 'primitive education.''

In the Nigerian traditional society, for example, the local warrior, the hunter, blacksmith, and the medicine man were all regarded as educated people in the context of indigenous education. Professor Fafunwa, aptly defined traditional (i.e. indigenous) education as the aggregate of all the processes by which a child develops his abilities, attitudes and other forms of behaviour which are of positive value to the society in which he lives. Indigenous education exists today side by side with Western-type education. It does not possess the art of writing. It is a process which enables every society to teach her younger generations the life patterns of their society. The boys for example accompany their fathers to the farm, partake in hunting expeditions, assist in mending the family houses, etc.

The girls accompany their mothers to the farms, markets to buy and sell and help them cook. As parents perform, the young ones render helping hands and, in the process, learn or are educated. Even as children play with peer group during the day or moon-lit nights, they sing new songs and tell new stories. All these constitute education.

ACTIVITY I
1.   Explain in your own words what you mean by indigenous education.
2.   Mention any three places indigenous education can take place.

OBJECTIVES OF INDIGENOUS EDUCATION
We have seen from what we have said so far, that indigenous education enabled the child to live effectively and efficiently in his culture. What then were the objectives that indigenous education programme was meant to achieve? In answering this question Fafunwa in his book History of Education in Nigeria (1974) listed seven cardinal goals of such African Education. However in this unit, we shall try to identify five objectives of indigenous education in Nigeria. They are as follows:
1. Development of the Child's Physical Skills
   As children move about in their environment, some jump up and down, others jump over the fences, others run about, climb up trees while some attempt to walk or even run on top of fenced walls with both   hands   stretched   as   balancing   games.

In the night, both young and old come out to the moon-light either to dance to the tune of the local musician or to play some hide and seek games. As these activities go on the children are developing their physical skills. This perhaps is what Western education calls physical education.

2. **Character and Moral Training**

Character and Moral training constitutes the corner stone of indigenous education. Children are taught from the early stages of their life to respect and greet their elders. This is a law that must be rigorously obeyed. For example a Yoruba girl must kneel down for a male or female elder, while a boy must bow or prostrate. The lgbo boy must stand up to greet an elder and must do so with the appropriate prefix to the elder's status. Character and moral training in traditional society is the responsibility of every adult over every child. The child's behaviours are watched and moral lapses are punished. Severe punishments such as age grade beating, which accompany offences like theft, adultery and fornication, remind the child that he better behave at any point in time.

3. **Development of Intellectual and Social Skills**

Perhaps it might be interesting to see that indigenous education teach most of the intellectual stuffs Western education claims to teach. The child's intellectual skills develop informally in an indigenous setting in the following ways.

   i.   During story sessions, he is told the stories connected with the exploits of their heroes during inter- tribal wars (History). This may also be told by the village chronicler.
   ii.   They learn the names of important rivers, valleys, hills or mountains (Geography).
   iii. They learn the names of certain herbs with medicinal powers (Medicine).
   iv.   They are engaged in counting or dividing the seed- yams for the various farm land (Mathematics).
   v.   They help in tilling the soil and planting the seed yams or cassava cutting (Agriculture).
   vi.   They take part in sweeping the compounds, market squares and sources of water supply (Health Education or the so-called Environmental Sanitation).
   vii. The young help in building new houses and mending or redesigning old ones (architecture and building technology)
   viii. They are involved in organising and presenting local songs and dances (Drama and Music).
   ix.   Girls in particular learn to cook different dishes (Home economics).

Through these means, indigenous society assured the child**'s** intellectual and social development.

4. **Vocational training is the mainstay of indigenous education**

It is vocation oriented. As stated earlier, children take to the occupations of their parents such as farming, hunting, carving, weaving, etc. In some specialised vocations, this is done through the apprenticeship system. A child may be sent to a renowned seer to understudy him and learn the art of divination from the expert. Token fees are charged which would represent modern tuition fees. Sometimes such specialised vocations become hereditary in a family. One or all the members of the family may possess the art of curing a particular disease which is usually passed on to their children's children.

5. **Development of sense of Belonging & Cultural Heritage**

The child is taught, from the beginning, the homogenous nature of the community. He is told that everyone is his brother's keeper. The child is taught all elements of important cultural heritage. He participates actively on every community project such as clearing the village square. He watches the naming ceremonies, funeral ceremonies, coronation ceremonies and picks the appropriate roles expected of him. Conformity to the cultural norms of the society certifies a child as well educated.

ACTIVITY II

1. List any three objectives of indigenous education.
2. Write what represents the following subject in indigenous education:
   a. History

b. Home economics
c. Mathematics

CURRICULUM AND METHODOLOGY OF INDIGENOUS EDUCATION

We have tried to identify at least the major objectives of indigenous education. It then becomes necessary to find out what the curriculum and methodology of indigenous education looked like. The Curriculum of this type of education may not be easy to identify in the conventional way. The curriculum may be seen as all that is available to an individual in any social setting which offers such individual an opportunity to know more about himself. The curriculum would consist of all that the community is prepared to pass on to its younger generation. The following can be identified as the curriculum for indigenous education.

1. **Moral and Character Curriculum**
   All taboos of the community, greetings, and titles attached to elders of different statuses are experiences the child is exposed to. Behaviours which attract moral lapses and deviations from the norm are highlighted in time to the child. Such behaviours as insubordination, fornication, adultery, theft, and poisoning have different special punishments. These are taught to the child and constitute the
   moral and character curriculum.

2. **Social Curriculum**
   The social curriculum would include all relevant information about the child's community. Some of them are traditions of origin of the community, the village chroniclers, the exploits of the community heroes, rivers and mountains, the village gods, marriage customs, coronation ceremonies, initiation ceremonies and sacrifices of all kinds. The roles expected of the child in each ceremony are made known to the child. In some cases the child need not be seen. This must be observed.

3. **Vocational Curriculum**
   Agriculture is basic in traditional education and every child is expected to learn how to farm before branching off to other specialisations. If a boy decides not to be a full time farmer, he could then branch off to crafts such as black smiting, carving, leather works or even hunting and fishing. Girls learn how to cook, weed the farm, plant the cocoyam etc. They learn the art of buying and selling from their mothers. At adolescent age they are taught the special roles of a housewife. Indigenous education has no record of unemployment except for the very lazy ones.

4. **Health Education Curriculum**
   People in traditional societies catered for their health. They believed in preventive medicine. Herbs and tree barks which when taken periodically prevented such sickness like malaria were shown to every child. This did not qualify him as an herbalist. Things used in keeping witchcraft off the compound or antidotes for poison were generally known by the average traditional child. A normal child was forced to join his kith and kin in learning the age grade dances, wrestling, and shooting expeditions. These activities, perhaps not realised by the society were in fact courses in health education.

METHODOLOGY

1. **The Informal Approach**
   Generally indigenous education went on in an informal way. Many a time teachers were not aware that they were teaching. The children learnt merely through observation and imitation. Most of the time, the teaching-learning activity was an unconscious affair. Generally, the essentials of indigenous education were caught and not taught.

2. **The Apprenticeship System or The Formal Approach**
   In some circumstances a conscious effort was made to pass on certain skills or trade to a young child, a good example is a profession like divination or the seers. The secrets of the art and their incantation which must accompany them must be taught and learnt very carefully. Another example is the

initiation ceremonies. Male adolescents and their female counterparts are brought to the forest and camped separately. Experienced older men and women stay with their respective groups and teach them some of the adult roles they were soon going to play. This was rounded off by initiating them through certain painful activities into adulthood. In fact if any one does not perform creditably, he or she was dropped during the formal initiations. All or some sections of the information given to them while in camp were expected to he kept secret; otherwise, they would face death penalty. What could be a more formal instruction and examination?

ACTIVITY Ill
1. Explain the meaning of Curriculum in the context of indigenous education.
2. Why was unemployment not common in indigenous society? What do you mean by the Informal Approach as a methodology for indigenous education?

MERITS AND LIMITATIONS OF INDIGENOUS EDUCATION
Merits
An objective assessment of indigenous education would highlight the following two advantages
1. Transmission of the Culture of the Society. If education is supposed to make one know about the cultural heritage of his people, then indigenous education has achieved this. In indigenous education, the child is expected not only to know, but also to live and conform to the norms of his culture within his society.
2. Effective Citizenship. Since the child must learn useful skills in the process of indigenous education, he was therefore bound to grow up as a productive adult. With these saleable skills the adult contributes to the economic growth of the society. Secondly the adults in our traditional societies play-citizenship roles very effectively and creditably. Stories of inter-communal strife reveal acts of patriotism displayed by war heroes. A good example is where an individual takes an oath in support of a disputed piece of land on behalf of his community. A feat very difficult to find in our so called modern education.

Limitations
However we must admit that indigenous education had some very serious limitations.
1. Lack of writing. Indigenous education had no generally known system of writing. So much of its available information, particularly in the areas of medicine (curable herbs) and history died with the experts. There was neither continuity nor the possibility of research. Without research there will be no improvement or development; hence, the white man called it primitive education.
2. Limited Scope- Traditional education was very limited in scope. All its energies were directed to meeting the immediate basic needs of the individual within the given community.
3. Conservatism. This type of education did not train the child on how to challenge his environment. In fact the education taught the child how to conform and insisted that he conforms. With the maintenance of the status quo, society became static.

ACTIVITY IV
1. List any two merits of indigenous education.
2. Why did the White man call indigenous education primitive education?

ASSIGNMENT
1. List five objectives of indigenous education.
2. Explain fully the occasional education objective of indigenous education.
3. Explain fully what von think a child in the traditional society will learn in the area of intellectual aspirations.
4. Give two reasons for and against the continuation of indigenous education.

SUMMARY

- **Meaning**: Indigenous education is a process which enables society to teach its younger ones the life patterns of the society. The boys learn to farm, hunt, fish, carve etc. The girls learn to farm, cook, sell and buy in the markets. Above all, they must live within the context of their culture.
- **Objectives** Five major objectives of indigenous education have been highlighted as follows:
    1. Development of the child's physical skills
    2. Character and Moral training –
    3. Development of intellectual skills
    4. Vocational development
    5. Development of Sense of Belonging and Cultural heritage.
- **Curriculum** And **Methodology**

   The curriculum of indigenous education includes all the processes by which an individual realises himself or herself. It is the totality of opportunities which enable individuals in a given social setting to know more about themselves. It includes all that the community is prepared to pass on to the young and inexperienced. The following can be identified as the curriculum of indigenous education.
    1. **Moral and character curriculum:** This is made up of the community taboos, titles, greetings, misbehaviours and their consequences etc.
    2. **Social Curriculum:** This is made up of all relevant information about the child's community, traditions of origin, village gods, marriage and coronation ceremonies, and any social institution of note within the community.
    3. **Vocational Curriculum:** This would include different kinds of vocation available in the traditional society. Some of them are farming, weaving, carving, hunting, trading, divination etc.
    4. **Health Education Curriculum:** They include activities geared to the prevention of sickness. They would include names of certain herbs, antidotes. activities which when engaged upon provide the exercise of the whole body
- **METHODOLOGY**

   Indigenous education has basically two methodologies for passing instruction.
   1. **The informal approach.** This consists of observation and imitation.
   2. **The apprenticeship system.** In this case certain skills are consciously taught and learnt. It is sometimes called the formal approach.

- **MERITS AND LIMITATIONS**

   Education has some merits. It is culture-oriented and makes an individual effective in his society. However, this type of education has some serious imitations. It was not oriented, and valuable information usually die with the possessors. This makes case for those who call it primitive education.

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UNIT 2:   **ISLAMIC EDUCATION IN NIGERIA: HISTORY, PHILOSOPHY, CURRICULUM, MERITS AND DEMERITS**

INTRODUCTION
List some the religions yon know that Nigerians practice. Name the predominant religion in Northern Nigeria. You probably will mention Islam. Islam is the predominant religion in Northern Nigeria. Today, you will study about Muslims or Islamic education in Nigeria.

OBJECTIVES
By the end of this unit you should be able to:
1. List at least three important Islamic centres of learning in Northern Nigeria;
2. State the major theme on which Islamic philosophy of education is based and three aims of Islamic education in Nigeria;
3. List the curriculum contents of the two educational levels of Islamic education; and
4. List at least TWO merits and TWO demerits of Islamic education.

HOW TO STUDY THIS UNIT
1. Read through this unit once. Note important ideas that you come across as you read. Also as you read, look up familiar words in your dictionary.
2. Then go back and study the unit step by step as arranged. Attempt all the activities given. Do not look at the sample answers provided before attempting the exercises.
3. Try to observe all the rules stated. Do not forget to attempt the Unit assignment. If you carry out all the above, then you will benefit from this unit.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOKLET

THE ORIGIN OF ISLAMIC EDUCATION IN NIGERIA
Islam is a religion founded in Mecca, Saudi Arabia by Prophet Mohammad (Pbuh) in the first half of the 7th Century A .D. Later in the century, the Arabs conquered North Africa. This facilitated trade relations as well as the spread of Islam. No wonder then that Islam came to West Africa through traders. The traders made it possible for the religion to spread along trade routes to Kanem- Borno, Hausa land and the Central Sudan.

Islam came into Nigeria when the religion was accepted by the Kanem ruler, Umme Jibri who ruled from 1085 -1097. The real Islamisation of Borno took place during the reign of Mai Idris Aloorna 1570- 1602. In the 14th Century, some Wangarawa traders brought Islam to Hausaland. Al-Maghili went to Katsina, which had become a centre of Islamic learning by 15th century. By 17th century Katsina had produced Islamic scholars.

By the 11th Century Islam had penetrated the Kingdom of Kanem- Borno (a section of which comprised present-day Borno State of Nigeria). Islam began to penetrate Hausa land on a large scale in the 15th Century and was spreading southward by the end of the 16th Century.

Throughout the Central Sudan (present northern Nigeria) during the 16th Century there was a considerable expansion both in the number of people who were converted to Islam and in the number of people who could read and write in Arabic. The religion became so influential that most of these ancient states were ruled by Muslims by l800. It is to their credit that Muslims brought with them the first written language known in West Africa and all the benefits of Arab culture.
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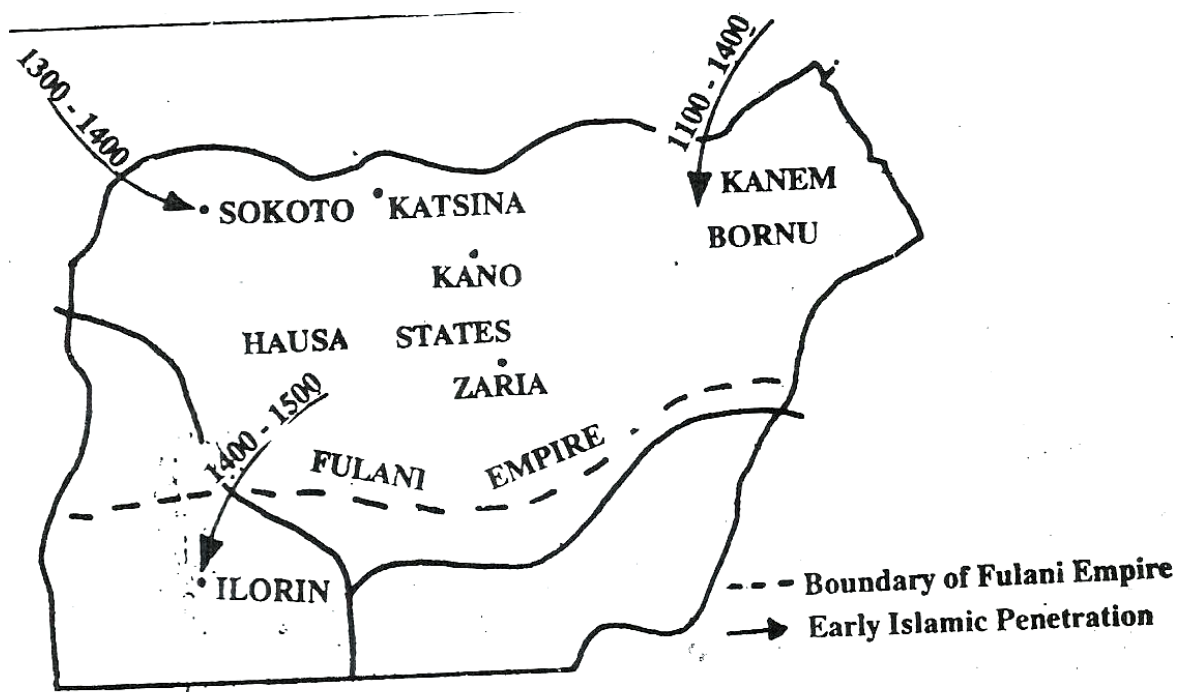
The Spread of Islam in Nigeria

ACTIVITY I
1. Briefly trace the origin of Islam
2. What is the relationship between trade and the spread of Islam?
3. What are the advantages that Islam brought to Nigeria?

PHILOSHY OF ISLAMIC EDUCATION
The philosophy of Islamic education is centered on enabling individuals who acquire it to become the kind of people an Islamic society conceives. Islam as a religion upholds that man is born into the world in a state of innocence like his own parents. If during his existence on earth he yields to temptation that becomes entirely his responsibilities to God. This creates a need for contact between man and his creator.

To maintain this Link with God, man has to maintain his natural goodness. Education in the Islamic sense is intended to build and develop this goodness that every individual has at birth so that man can hope to remain a worthy servant of Allah.

Man has two important gifts from God - intelligence and knowledge. These gifts, give man considerable power over all other creations and consequently place a responsibility on him to Allah for all his actions. This philosophy of Islamic Education generates five major aims of education.

1.   Continuity of Man's Essential Goodness
The Islamic man never loses sight of his relationship with his maker. Education, for him, is an unfolding of these strengths and sensibilities which draw him nearer to God. It inspires in him a consciousness of his obligations as the servant of God. It also teaches him to treat the world as a trust which must not be abused.

2.   The Development of Piety
Islamic education aims at developing individuals who not only worship Allah but also lead a life that is in accordance with His ways.
3.   Service to Allah and Man
Education in the Islamic sense is not merely the stocking of knowledge. It is the way one's sections are affected by the knowledge one has acquired.
4.   Intellectual Development
Most of the subjects offered in Islamic schools demand a high degree of intellectualism. They are Philosophy, Psychology, Jurisprudence and Literature. Thus a man does not only need to be pious or have faith in God, he has to have a well-developed intellect.
5.   Individual Adjustment
Islam appreciates the high degree of change that characterises any given society. Therefore, it strives to teach its members the tools with which they can equip themselves to cope with the ever changing society. All learning must be put into practice otherwise the individual in question is not learned.

ACTIVITY II
1.   What is the major theme on which Islamic philosophy of education is based?
2.   List four aims of education derived from Islamic philosophy of education.

THE SYSTEM OF EDUCATION AND CURRICULUM OF ISLAMIC EDUCATION

QUR'ANIC SCHOOLS: (The Elementary Level)
The Quranic school represents the elementary school and children start at age three or as soon as they are able to walk the short distance between home and school. Usually the mosque, mallams house or a tree shade is used as a school. A single mallam takes responsibility of a class. When children start schooling, their first preoccupation is to learn by rote the Quran. The mallam recites or reads from the Quran and the pupils repeat. The next learning task is the learning to recognise the twenty-six letters of the Arabic language.

MAAKARANTUN ILMI: (The Advanced Level)
Individual child progresses into secondary or advanced level with a more challenging curriculum. This school is called Makarantun Ilmi, which is the next level after completing the primary level. The main task of this level is learning the meaning of those chapters they had committed to memory at the primary level. The Mallam reads or recites a portion in Arabic and then comments on it elaborately in Hausa or Fulfude. The subjects are classified as follows:

HADITH   -   The words and deeds of the Prophet Mohammed (Pbuh).
QURAN -   This enables an individual to understand the Quran properly.
JURISPRUDENCE -   The theory of law
ARABIC LITERATURE -   Arabic verse, grammar, syntax, etymology and rhetoric.
THEOLOGY -   Islamic doctrines of the one God.

ACTIVITY III
1.   List the major learning experiences which go on in Quranic schools.
2.   Describe the curriculum content of the Makarantun Ilmi.

MERITS AND DEMERITS OF ISLAMIC EDUCATION
Merits
1. Cheap Education
The cost of Islamic education is very cheap. There are no large buildings and the services of paid teachers are not needed. Teachers in this system teach without salaries.
2. Learning at Individual Rate
Pupils do not learn under the fear of an impending examination. This motivates pupils and they try to understand what they are learning.
3. Moral Educat1on
Individual pupils are well versed in morality because all their teachings are based on the practice of the holy Quran.
4. Preparation For Life
Islamic education prepares children for difficulties they are likely to face in later life as they stay in the Mallams house to render essential services and also go out to seek for alms.
5. Vocational Opportunities
After going through this kind of education, an individual graduates to become a Mallam. There are no cases of unemployment among graduates of Islamic education.

Demerits
1. Very Limited Organisation
There is limited organisation at the primary school level of Islamic education. It has the limitation of making the whole teaching lack seriousness. The fact that a single teacher manages an entire school introduces problems of controlling the pupils during lessons. Most pupils spend their time playing as the teacher tries to organise a different section of the school.
2. Extreme Discipline
Learning is always in fear as the only method of maintaining discipline is by the use of a cane. This is natural since the number of pupils in a particular school is usually more than a single individual can adequately control. This explains why Mallams in Islamic schools spend most of their time with whips in an effort to maintain discipline.
3. Narrow Curriculum
The curriculum of Islamic education is narrow, especially at the Quranic education level. Little is taught in history, geography, the pure sciences, and even in social sciences. This handicaps graduates of Islamic education when they compete with their counterparts from the western type system.
4. Poor Teaching Method
Rote learning, where the Mallam reads and pupils repeat, appears to be the only teaching method available in Islamic schools. Although a little lecture method is applied, this is not sufficiently practiced to excite the pupils. Modem methods like problem solving, demonstration and experimentation methods of teaching which facilitate learning appear to be absent in Islamic schools.

ACTIVITY IV
1.   List two merits of Islamic Education
2.   State two demerits of Islamic education.

ASSIGNMENT
    1. Discuss three aims of education which are derived from Islamic philosophy of education.
    2. What are the curriculum contents of Makarantun Ilmi?
    3. List and explain two merits and two demerits of Islamic education.

SUMMARY
•   **History**: Islam is a religion founded in Mecca, Saudi Arabia by Prophet Mohammad in the first half of the 7th Century A .D. The conquest of North Africa by the Arabs facilitated trade relations

as well as the spread of Islam. The traders made it possible for the religion to spread along trade routes to Kanem- Borno, Hausa land and the Central Sudan. Islam came into Nigeria when the religion was accepted by the Kanem ruler, Umme Jibri who ruled from 1085 -1097.

- **Philosophy**: Islam as a Religion upholds that man is born into the world in a state of innocence like his own parents. If during his existence on earth he yields to temptation; that becomes entirely his own responsibility to God. This theory necessitates a contact between man and his creator. To maintain this link with God man has to maintain his natural goodliness. Education in the Islamic sense is intended to build and develop this goodness.
- **Curriculum**: In the Quranic schools, a single Mallam takes responsibility of a class. When children start school their first pre-occupation is to learn by rote the first two chapters of the Quran. The next learning task is the learning to recognise the twenty six letters of the alphabet in the Arabic language.
- **Merits**: The following are some of the advantages of Islamic education. It is cheap in that it does not require large buildings and salaries for teachers. Pupils do not learn under the fear of an impending examination. Islamic education is highly moral and it prepares one to face the difficulties of later life. Graduates of Islamic education are sure of employment.
- **Demerits**: At the Primary school level, Islamic education has a very limited organisational system. A single teacher manages an entire school. Learning is always undertaken in fear as the only method of maintaining discipline is by the use of the cane. The curriculum of Islamic education is narrow especially at the Quranic education level. Rote learning, where the Mallam reads and pupils repeat appears to be the only teaching method available in Islamic schools.

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UNIT 3: CHRISTIAN MISSIONARY EDUCATION IN NIGERIA: HISTORY, PHILOSOPHY, AND CURRICULUM

INTRODUCTION

In Unit 2 of this module, we discussed the coming of Islamic education into Nigeria. We paid particular attention to the history, philosophy and curriculum of Islamic education. In this unit, we shall deal with the coming of another foreign system of education to Nigeria. Our focus will be the coming of the Christian missionary education to Nigeria. Our emphasis will be on the history, philosophy and curriculum of Christian education in Nigeria. It might be helpful to find out why the Christian missionaries apparently succeeded in the spread of western-type education in Nigeria, particularly in Southern Nigeria.

OBJECTIVES

By the end of this unit, you should able be to:
1.   sketch an outline history of the Christian missionary education in Nigeria;
2.   state the basic philosophy of Christian education in Nigeria;
3.   identify the major curriculum contents of Christian missionary education; and
4.   outline at least three reasons for the initial success of the Christian missionary activities in the field of education.

HOW TO STUDY THIS UNIT

1.   Go back to unit 2 and read all the summaries in that unit.
2.   Read through this unit once. You should as you read try to note the main and important ideas. When you find an unfamiliar word, try to look up the meaning of such word in your dictionary.
3.   You should study this unit step by step just as the whole unit has been arranged for you. You must do all the exercises that you are expected to do at the end of every step. Do not try to look at the sample answers before answering or attempting the exercises.
4.   To get the best result out of studying this unit, you should obey all the instructions and observe all the rules.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOKLET

HISTORY OF CHRISTIAN MISSIONARY EDUCATION IN NIGERIA

Islamic education started from the Northern parts of Nigeria while Christian missionary education started from the Southern parts of Nigeria. Its spread moved into the hinterland and gradually northwards. However, of all the agents of imperialism, it was the Christian missionary who made the most revolutionary demands of Nigerians. The missionary did not want the wealth from the Nigerian soil, nor the fruits of her forests, nor even any portion of her soil; his desire was the conquest of the Nigerian soul for Christ.

But before the coming of the Christian missionaries, we had an ordered society. This society was very indigenous or traditional. Its form of education was traditional. The religion was also traditional sometimes euphemistically referred to as pagan religion. So the dual responsibility of bringing to Nigeria the Christian religion and Western education fell upon the Christian missionaries from Europe, America and Sierra Leone. In this self-appointed task, the missionaries were unamenable to any form of compromise

In 1485, the first Portuguese traders landed at Benin. By 1515, spasmodic missionary activities had started in Benin when some Catholic missionaries set up a school in the Oba's palace. This school was meant to serve the Oba's children and the sons of his palace chiefs. The catholic missionaries also

established a seminary on the Island of Sao Thome, off the west coast of Southern Nigeria. But all these were short-lived, for the influence of the slave trade wiped them off.

Despite the failure of the first missionary experiment, the second missionary wave yielded better results. In the 1840s, some of the rescued slaves who were on a trading expedition from their new homes in Sierra Leone found their way back to Egbaland, their ancestral home. Some moved up to the new capital Abeokuta. There at Abeokuta, some of these freed slaves met their kith and kin and told them baffling stories about their experience as slaves, their miraculous freedom, the white man's religion, his school and culture. After hearing these moving stories, some Egba people became-eager to experience some of the white man's way of life. On their part, the freed Nigerians who managed to get back home felt that they had come back to a place of darkness. They, therefore, sent frantic messages to the Missionary headquarters in Freetown, Sierra Leone to bring light to them. It was like asking them to "come over to Macedonia and help us."

In response to these appeals and calls from Egba land, the Methodist missionary sent Rev, Thomas B. Freeman into Badagry in 1842. He arrived in September, 1842 and started work immediately. With the help of the local people he built a mission house and started prayer meetings on sundays. In December 1842, Freeman visited Abeokuta and opened a mission for the emigrants. Freeman left behind at Badagry Mr. and Mrs. De Graft of the same mission to continue his work of evangelisation. In addition to their evangelical work, this couple opened the first school called "Nursery of the infant church" at Badagry. As early as this time, the missionaries had discovered that they would not successfully carry on their work of Christian evangelisation without the help of western-type education. So, whenever the missionaries opened a mission, that centre was used as school and as a church.

In January, 1845, Henry Townsend of the Church Missionary Society (C.M.S) landed at Badagry with a formidable team of able assistants. The team included Mr. and Mrs. Samuel Ajayi Crowder, the man who later became the first Nigerian Bishop. In August, 1846, they moved to Abeokuta after having established a mission including two schools at Badagry

In 1846, the church of Scotland Mission (C.S.M), which was based in Jamaica in the West Indies sent Rev. Hope Masterton Waddell to Calabar for missionary work. Surprisingly on reaching Calabar, Hope Waddell found that the king had already acquired a high standard of literacy. However, Hope Waddell succeeded in establishing a mission school, which eventually gave rise to the famous Hope Waddell Training Institute, Calabar

Thomas Bowen of the American Baptist Mission in 1850 arrived Badagry. From Badagry, Bowen moved to Ijaiye where he built his first station at Ogbomosho. The same year J.M. Harden extended the Baptist mission's influence when he came from Liberia to join Bowen. He opened mission schools at Lagos, Oyo, Shaki, Igboho, and as far as to Ilorin.

The Brazilian ex-slaves who had settled in Lagos also wanted a Catholic mission school in Lagos. In 1868 the Roman Catholic Mission (R.C.M.) granted the request and a mission school was opened in Lagos.

ACTIVITY I
1.　　List in order the dates and names of the first five Christian missionary bodies that came to Nigeria to start Christian evangelisation.
2.　　Explain briefly the activities of
　　a.　Thomas B. Freeman.
　　b.　Rev. Henry Townsend.

THE PHILOSOPHY OF CHRISTIAN MISSIONARY EDUCATION
The main purpose of the Christian missionaries was to convert the heathen to the Christian faith. Another was to "civilise" them. They sooner or later found out that they could accomplish these through the establishment of schools, so they set out to lure people into accepting their Christian doctrines. These centred on the belief in one God through his son Jesus Christ as well as what to them amounted to good living habits. Their philosophy was "the Bible and the Plough or the church and the school." In some areas, particularly at the early stages, they encouraged plantation farms alongside with Christianity. In the majority of places, the school went hand-in-hand with the church.

To be able to communicate with the local inhabitants, the missionaries had to teach the natives their English language. Nigerians had to learn how to read and write the Whiteman's language. Since not all would benefit by the knowledge of the English Language missionaries also undertook the study of local languages which were taught in local schools. Thus, many adherents learned how to read the Bible and sing the church hymns in their languages. The missionaries were therefore forced by circumstances to establish schools including Sunday Schools.

An underlying philosophy of Christian education was that salvation came through understanding and accepting the word of God. This understanding is facilitated by the ability to read the Bible; hence to read was a basic feature of Christian missionary education.

ACTIVITY II
1.   What was the basic philosophy of the Christian missionary education?
2.   Why was the Christian religion referred to as the religion of the book?

CURRICULUM OF THE CHRISTIAN MISSIONARY EDUCATION
Clearly, various missionaries who pioneered the establishment of schools in the country were merely interested in turning out literature Nigerians. Such Nigerians were meant to be able to read and interpret the Bible. This would compare favourably with the curriculum of Islamic education. The type of curriculum found in missionary schools reflected missionary desires to teach the English Language, Arithmetic, Religious knowledge, Writing, Dictation, Moral Instructions, Drawing and Singing. Interestingly enough even with the Colonial Government, the curriculum was different. Their initial need was in the area of clerks, court messengers and interpreters. In most of the schools, therefore, all that constituted the curriculum was reading, writing, numeracy skills, and singing

Closely related to the "3RS" was a bias for religious and moral instruction. As Christian missionaries, their sole purpose for establishing schools was to use them as a means for converting the local people into Christianity. Accordingly, the various missions did not shy away from achieving their primary aim. Every subject of instruction was given religious interpretation. In many cases, the Bible was the primary text used. Moral instruction was also fervently taught in an attempt to make the pupils live exemplary lives.

ACTIVITY III
1.   What were the major contents of Christian missionary education?

FACTORS THAT FAVOURED THE SPREAD OF CHRISTIAN EDUCATION
Initially, the freed slaves spoke very favourably of the wonderful work of God in releasing the oppressed. Generally, the down- trodden saw Christianity as a religion of the poor and lowly.

In the course of time particularly since the first quarter of this century, many villages or groups of village began to apply for a mission school. The yearning did not indicate an interest n Christianity. The demand was primarily for the Whiteman's book knowledge. Its possession was, to many, a passport to power and freedom from strenuous and manual labour. Then, success in it guaranteed comfortable employment. It had commercial and economic attraction. Finally, the freedom which missionaries enjoyed as the' moved about in the course of their preaching made the spread of Christian education possible. For these reasons, Christian missionaries seemed to have succeeded in Southern Nigeria.

ACTIVITY IV
1. List four factors which favoured the early spread of Christian education in Nigeria.
2. How did the abolition of the slave trade help the missionaries in their spread of Christian education in Southern Nigerian?

ASSIGNMENT
1. Give a short account of the various Christian missionary activities in Southern Nigeria between 1842 and 1868.
2. How did the philosophy of Christian education help in the establishment of more schools?
3. Mention three reasons which accounted for the initial success of the Christian missionaries in Southern Nigeria?

SUMMARY
   I. **History:** The first Portuguese missionaries landed in Benin in 1515 and opened a school at the oba's palace. This first experiment was interrupted by the Atlantic slave trade. In 1842, as a result of appeals from Egbaland, Rev. T, B. Freeman of the Methodist Mission landed at Badagry to start missionary work. His lieutenants, Mr & Mrs Dc Graft opened a school. In 1845, Rev. Henry Townsend of the C.M.S. mission opened a mission school at Badagry. In 1846 Rev. Ajayi Crowther of the same mission opened a church and two schools in Abeokuta. In 1846 Rev. Hope Waddell of the Church of Scotland opened a mission at Calabar, Thomas Bowen and J.M. Haden opened up mission schools around Lagos and Oyo area including Ogbomosho up to Ilorin. The Roman Catholic Mission in 1868, on the request of the ex-slaves, opened a mission school in Lagos.
   * **Philosophy:** The basic philosophy of the Christian missionary education was to convert the heathen and win souls for Christ. The converts were to be literate in order to be able to read the bible. For the missionaries, it was through the reading, understanding, and believing the message of the bible that man was assured of his eternal salvation. This eternal salvation which remained the dominant philosophy of Christian education has to be gained through the bible.
   * **Curriculum:** Various Christian missionaries who pioneered the establishment of schools in Nigeria were inclined to training their converts to be able to read and write.
   This literacy would provide for them people who would be able to read the bible. The curriculum reflected the teaching of the English Language, Arithmetic, Religious Knowledge, Moral Instruction. Writing, Drawing, and Singing.
   * **Factors that Favoured the Spread of Christian Education**
   The following four factors helped the Christian missionaries greatly in the establishment of western-type education in Nigeria:
   1. The freed slaves needed no other impetus than their experiences as slaves and their unbelievable rescue to abandon their old beliefs in which they were brought up. They therefore embraced the religion of their mentors, their culture and education.
   2. By the beginning of the twentieth century, many parts of Southern Nigeria had become interested in having missionary schools. This was because of their desire to acquire the source of the Whiteman's greatness - western-type education.

3. Commercial activities on palm oil going on along the coasts of Southern Nigeria needed knowledge of English Language. This the missionary schools provided.
4. The Christian missionaries had uninterrupted activity and protection throughout Southern Nigeria. This provided them the opportunity to establish and run their schools.

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UNIT 4:   **EDUCATIONAL DEVELOPMENT IN NIGERIA BEFORE INDEPENDENCE**

INTRODUCTION

In the last unit, we discussed Christian Missionary activities in the area of education. We realised that the Christian missionaries introduced western-type education in Nigeria in the mid-nineteenth century. Having introduced these missionary schools, the missionaries had to ensure that their schools were not found only along the Coasts of Nigeria. They started moving into the hinterland. We also realised that these schools had the dual function of teaching the 3Rs and also converting the people to Christianity, But the pertinent question is whether the Christian missionaries were the only agents that taught western- type - education in Nigeria, The answer, of course, is No, In this unit, we shall try to examine other agencies which helped in the provision of Western-type education to Nigerians.

OBJECTIVES

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

1. sketch out clearly the major activities and contributions of the colonial government in the provision of western-type education to Nigeria:
2. state briefly two reasons which motivated private enterprise to participate in the provision of western-type education in Nigeria; and
3. list some of the private proprietors and their contributions In area of western-type education in Nigeria.

THE ROLE OF COLONIAL GOVERNMENT

The colonial government established itself in the colony of Lagos in 1851. It did not then become interested in the provision of school education for the people. As the last Unit informs us, the provision of western-type education was exclusively in the hands of Christian missionaries.

From the early I870s the colonial government began to appreciate the work already being undertaken by three missionary bodies. These were the Church Missionary Society (C.M.S), the Wesleyan Methodist Mission and the Roman Catholic Mission, In 1872, the colonial government proposed to spend as much as one thousand pounds (1,000) as grant-aids to these missions. In the end, it could only afford thirty pounds (30.0) which was distributed among the missionary bodies as grants. Between 1874 and 1876 the colonial government had increased its annual grant to each of the missionary bodies to one hundred pounds (100). In 1887, the annual grant to each of the three Christian missions was two hundred pounds (200). By this gesture, the colonial government gradually became involved in the provision of western-type education in Nigeria.

It had shown its interest in the educational work in West Africa when it promulgated the first education for the colony of the Gold Coast in 1882, By then, the colony of Lagos, together with the Gold Coast (now Ghana), Sierra Leone and the Gambia was administered as part of the Gold Coast colony. This was the colonial government's first effort to control western-type education in West Africa.

The 1882, education ordinance provided, among other things, the setting up to a general Board of Education. Part of the function of this Central Board was the establishment of Local Boards which were to recommend the opening of government schools and the receipt of grants by voluntary agency schools.

In 1836, the colony of Lagos was separated administratively from the colony of the Gold Coast. It then became necessary to promulgate an Education Ordinance specifically for the colony of Lagos. The 1887 ordinance for Lagos colony provided for a Board of education with power to grant scholarship for secondary education.

In 1889, the colonial government opened the first primary school in Lagos. This was followed with another school in Benin City in 1901. In 1903 the first department of education for the Colony of Lagos was established. A director of education and four education officers were appointed. In 1906, the Colony and Protectorate of Southern Nigeria was established and in 1908 an education ordinance was passed for the new territory. This ordinance divided Southern Nigeria into three provinces - Eastern, Western and Central provinces. Three boards of Education were created for the provinces. In 1909, the colonial government established the first government secondary school in the whole of Nigeria. This was established as Kings College Lagos. This was followed by Katsina Teacher Training College established in 1921.

In 1925 the colonial office in London introduced a memorandum titled "Memorandum of Native Education in Tropical Africa." This memorandum set down the aims and objectives of education in tropical Africa. However, following the introduction of this memorandum a new education ordinance was passed by the Colonial Government for Nigeria. It was called the 1926 education ordinance. The main feature of this ordinance was that it checked what was called the haphazard development of education in Nigeria, In 1927, the first girls school, Queens College Lagos, was established. The amalgamation of 1914 did not affect education until 1929 when the two Directorates of Education were amalgamated by the colonial government. The man appointed the first Director of Education for Nigeria was Mr. E.R.J. Hussey. He assumed office in September, 1929 and almost immediately began to reorganize the educational system in the country,

The Colonial Government had, in 1929, established two teacher training colleges, one at Umuahia and another at Ibadan. In 1931 the two were converted into secondary grammar schools. In 1932 Hussey introduced the first post- secondary institution in Nigeria called the Yaba Higher College. In 1948, Yaba college was transferred to Ibadan to become the nucleus of the University College Ibadan. By I960 the University of Nigeria Nsukka was established by Dr. Nnamdi Azikiwe, Ahmadu Bello University was established in 1962, followed by the University of Lagos,

THE ROLE OF PRIVATE ENTERPRISE

We cannot over-look the role of private enterprise in the provision of western-type education in Nigeria. Professor Fafunwa is of the opinion that the contributions of parents and relatives were almost as important as those of the Christian missionaries. By the early 1930s moat people in Eastern Nigeria had already begun to realise the importance of western-type education.

This new type of education did not only offer those who had acquired it the opportunity to obtain white collar jobs. It also bestowed social prestige on them. For this reason there was an increase in the demand for education. Neither the very few government owned schools nor the mission schools could satisfy the increasing demand for the new type of education. This explains why some of the enterprising Nigerian businessmen and educators began to venture into establishing schools.

The rise of African Nationalism was a factor which influenced many proprietors. It made them realize that education was a means of emancipating the people from ignorance. It was also felt that the existing mission schools perpetuated colonial mentality. There was then the need to liberate the peoples' mind so as to enable them join in the struggle for African Nationalism,

In 1913, when the Baptist Mission under Rev, Griffith fell out with Rev, Euba, a Nigerian teaching in the school, Reverend Euba forestalled the move of sacking hint by resigning. He founded the Eko Boys High School in Lagos, thus becoming the first Nigerian to establish a private school. In Eastern Nigerian, the first of these private schools was the Aggrey Memorial College, established at Arochukwu by Alvan Ikoku in April, J932. This was followed by Enitonna High School founded by Rev. Potts-Johnson in May, 1932, in Port-Harcourt. In 1938 National Institute, Calabar, the precursor of the West African People's

Institute, was founded by Professor Eyo Ita. By the fourties many other Nigerian established a number of secondary grammar and commercial schools. Mention can be made of the following: the New Bethel College Onitsha founded by Chukwurah, Abbot Group of Secondary Schools at Ihiala and Warri founded by Qkeke, Etukokwu School of Commerce founded by Etukokwu, St. George's College,Enugu founded by Chiedozie and Eastern Commercial Academy founded by Aro,

Another dimension to the role of private enterprise in the provision of western-type education was the granting of scholarship and bursaries by ethnic or local unions. The Yorubas started as early as 1950 to send their sons, abroad to the universities of Great Britain and Ireland. By the 20th Century, other ethnic unions began to follow the Yoruba example. The Ibibio State Union early in the century sent as many as 12 young men for higher studies abroad. The State Union was not left out. Philanthropists like Dr, Nnamdi Azikwe sponsored and encouraged many students to the United States. There were other schemes which helped young Nigerians to study abroad. There were such schemes as greater Tomorrow Scheme of Ozumba Mbadiwe, the Horizontal Education scheme of Mbonu Ojike and Orizuntal Scheme of Nwafor Orizu,

Finally, beside the efforts of the private proprietors, we had community schemes which aimed at mobilizing community efforts for the provision of educational facilities. The communities established secondary schools. Cultural organizations and ethnic unions through communal efforts established educational Institutions. Such educational institutions include the Kalabari National College Buguma established in 1938 and Ibibio State College established in 1940. One may now fully appreciate the fact that the provision of western-type education was not only the business of the Christian missionaries. Their effort was really supplemented by the Colonial Government and the private enterprises.

ASSIGNMENT

1.   Explain briefly two reasons which were responsible for the participation of the private enterprises in the provision of western-type education to Nigerians.
2.   Highlight the major achievements of the Colonial Administration in the field of western-type education.
3.   Enumerate some of the achievements of the private enterprises in the area of western- type education.

SUMMARY
In this unit, you are exposed to:
•   major activities and contributions of colonial government in the provision of western education;
•   the role of private enterprise in western education; and
•   the major key players in the development of western education in Nigeria.

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UNIT 5:   EDUCATIONAL DEVELOPMENT IN NIGERIA AFTER INDEPENDENCE

INTRODUCTION

In Unit 4, we examined the contributions of the colonial Government in the provision of western-type education in "Nigeria. We also found out that, notwithstanding the Government's contribution, private organisations contributed significantly to the development of western-type education.

In this unit, we are going to examine the position of educational development after independence in Nigeria. Precisely we shall find out the efforts of Nigerian Governments in advancing western-type education. We shall also try to find out whether the private sector continued its efforts in supplementing the Government contributions.

OBJECTIVES

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

1.   identify the major contributions of the government since I960 in the development of

(a)   primary and secondary education,

(b)   teacher education and higher education;

2.   state clearly the major objectives of the 1969 curriculum conference; and

3.   summarize the contributions of the private sector in the provision of western-type education during the post- independence period.

THE DEVELOPMENT OF PRIMARY EDUCATION IN NIGERIA

The development of primary education after independence was based on the Ashby recommendations. The Government of the Northern Region felt that the greatest need was to accelerate the expansion of the primary schools. Its aim was to attain the Ashby report target of 25% of children of school age to be in school by 1970. The Government also designed a programme that was to advance the region into Universal Primary Education as soon as possible. At the same time infrastructures were to be laid in terms of post- primary facilities in order to ensure a balanced education development.

The Eastern and Western Regions were already achieving their quantity of primary school population through their universal primary education programmes. Problems were becoming enormous because of poor quality staff and falling standards amidst the high cost of education. The East had to scrap its own UPE and directed its attention to teacher training with a view to achieving high quality work in the schools. In the West, the successful implementation of their UPE since 1955 left them with the time to concentrate on raising the standard of teaching in schools.

THE DEVELOPMENT OF SECONDARY EDUCATION

The Post- Independence development of secondary education centered around the following problem areas.

1.   The expansion in primary education created a high demand for secondary education.

2,   The Ashby Commission had called for increased numbers in the secondary school population and a revision of its curriculum.

3,   Some commissions appointed to review the educational system found out that the content of secondary school education as well as the methods of instruction in such schools were inappropriate.

4,   Other problems identified included the over emphasis on book education in the secondary schools. Pupils despised manual work. Science curriculum was poor. All these contributed to the so- called falling standards in education.

Government saw the root cause of all these problems as the poor quality and quantity of secondary school teachers. The graduate teachers were in very short supply, Government tried to have expatriate teachers to meet this demand. But paying for the passages was too much on the lean resources of the regional governments. And, worse still, many of these hirelings stayed only for a term of two years or three and refused to renew their contract.

However, to meet the increasing number of secondary school students Government opened many new secondary schools. Generally the curriculum was English Language. Mathematics, History, Geography, Religious Knowledge, Local Languages, Fine and Applied Arts, General Science, Biology, Chemistry and Physics, French was taking gradually the place of Latin and Greek. The grammar school kept its lead and remained the darling of both parents and students. The higher school i.e. sixth form was not so successful except in a few government well established schools with enough graduate teachers and laboratory equipment.

THE DEVELOPMENT OF TECHNICAL AND VOCATIONAL EDUCATION

After independence the government of the Northern Region established twelve craft centres and three technical schools all over the region. A technical institute at Kaduna admitted students from all parts of the North. By 1960, the Eastern Region, had thirty-three technical and vocational institutions of various kinds. A College of Technology now the Institute of Management and Technology was established at Enugu. In the Western Region, government established four trade centres and the women's occupational centre at Abeokuta. A Technical Institute now the Auchi Polytechnic was established at Auchi, In Lagos we had the Yaba College of Technology and the Yaba Trade School at Surulere, it is important to observe that a number of the bigger industrial firms like the United African Company (UAC), departments and corporations like the Public Works Department (PWD) or the Ministry of Works, Posts and Telegraph (F&T), the Nigerian Railways and the Nigerian Coal Corporation had technical schools in which they trained artisans in their specific industries. Last but not the least are the roadside mechanics who acquire their skills from self-employed artisans while many girls acquire skills in needle work, sewing, catering and domestic science from such road side artisans.

THE DEVELOPMENT OF TEACHER EDUCATION IN NIGERIA

After independence, teacher education had two major problems-low output of teachers and poor quality of the teachers produced. To meet the two problems government granted the provision of additional Grade II Training Colleges and extra streams to the existing ones. To make up for the poor quality, government approved the up-grading of most of the Grade III Training Colleges to Grade II. Ten new Grade II Teachers' Colleges were to be established. Unfortunately, the Ashby recommendation for the establishment of Teachers' Grade I Colleges was not vigorously pursued. However the Western Government established the Ohio Project, a normal science centre admitting teachers with Grade II teachers' certificate, Lagos had the Government Teachers' Training College of Surulere. The Eastern Region established a science centre at Umudike near Umnahia for the production of Teachers' Grade I Certificates.

Soon the Teachers' Grade I programme gave way to the Nigerian Certificate in Education (NCE) for the preparation of teachers for the lower forms of secondary schools and for the teacher training colleges. They were three year - programme institutions. The Advanced Teachers' Colleges as they were initially called were established in Lagos in 1962, Ibadan 1962 (but in 1964 it became Adeyemi College of Education, Ondo). Zaria in 1962 (but moved to Kano in 1964) and Owerri in 1963. In 1968 one was established at Abraka in Bendel State but took the name College of Education,

When the University of Nigeria, Nsukka, was established, it took the lead in starting a new teachers programme known as the B.A, B. Sc. and the B. Ed in Education. This meant that a student could combine education courses with one or two teaching subjects and offer them throughout the student's four years to graduate. This replaced the traditional system of taking a degree before coming for a one year diploma in education.

THE ROLE OF HIGHER EDUCATION

By 1960, the University College Ibadan had established itself as a reputable institution of higher learning. It was also making a great contribution to the man-power needs of Nigeria. But the need for a larger out-put of University graduates was increasingly felt and commonly expressed. For example, as far back as 1955, there were serious thoughts and attempts to establish another University. Ibadan was criticized for its residential nature. Partly because of these criticisms, the Federal Minister for Education, on behalf of the Federal and Regional Governments appointed the Ashby Commission. The Commission's recommendations gave support to the establishment of the University of Nigeria, Nsukka, Ahmadu Bello University, Zaria, University of Ife, Ile Ife and the University of Lagos. Lagos. It was after 1970 that state governments joined in the establishment of Universities while the Federal Government started to establish Universities of Technology and others for Agriculture.

THE ROLE OF PRIVATE ENTERPRISE IN THE DEVELOPMENT OF EDUCATION IN NIGERIA

In the area of primary schools, private enterprise did not feature much. This was left solely in the hands of the voluntary agencies and government. Some corporate bodies like the university of Ibadan and other universities at Nsukka, Ife, Lagos and Zaria tried to establish primary' schools for the convenience of their staff. In the secondary school sector, local communities and individuals helped the government by establishing and running some secondary schools, most of these private schools were not grant-aided from public funds and so turned to commercial and vocational subjects which attracted students. This gave rise to numerous private commercial secondary schools which were established after. Institutions were poorly equipped; but they supplied the secretarial staff which enabled the Nigerian bureaucracy to stand when the colonial staff left in 1960.

However, the massive growth of private secondary schools made planned expansion very difficult. Communities and villages competed against one another in the establishment of secondary schools. The quality of the schools varied from school to school as revealed by the result of the West African School Certificate Examinations, These private schools were the worst hit in terms of performance because of lack of the finance which resulted in poor equipment and personnel. However, there were isolated exceptions such as the International School at Ibadan which was being sponsored by the University of Ibadan. In the case of primary schools, private schools were among the best because they were very few and the parents were prepared to pay high fees for running the schools. The aim of the parents was to ensure that their children secured admission in the few well equipped and staffed Government Colleges in each of the regions.

In addition to contributions of private enterprise in the formal system, there are hundreds of artisans spread throughout the country who were self-employed and who train apprentices in their respective

trades. Many girls acquired skills in needle work, sewing, catering and domestic science in that way. Many road-side mechanics acquire their skills, which are reasonably high in a few cases, from self-employed artisans.

THE 1969 CURRICULUM CONFERENCE

The National Curriculum Conference held in Lagos in September 1969 was a major landmark in the history of Nigerian education. What was unique about this conference was that it was not a conference of experts and professionals. Rather, it represented a conference of a cross section of the Nigerian society: trade unions, farmers, religious organizations, university lecturers and administrators, businessmen and women, youth clubs, and ministry officials.

The curriculum conference was not concerned with preparing a national curriculum, nor was it expected to recommend specific contents and methodology. It was to review the old and identity new national goals for Nigerian education, bearing in mind the needs of youths and adults in the task of nation building and national reconstruction. The conference identified the following areas as crucial to the attainment of the conference objectives.

1.   National philosophy of education

2.   Goals of primary education

3.   Objectives of secondary education

4.   Purpose of tertiary education

5.   The role of teacher education

6.   Functions of science and technical education

7.   The place of women's education

8.   Education for living

9.   Control of public education.

ASSIGNMENT

1,   What were the achievements of the government in secondary education between 1960 and 1970?

2,   Describe the development of Technical and Vocational Education in Nigeria after independence,

3,   Did the private enterprise contribute anything to Educational Development after Independence? Explain,

4.   List the key areas the 1969 Curriculum Conference highlighted.

SUMMARY

In this unit, you learnt:

- the major contributions of government since 1960;
- the development of primary education in Nigeria; and
- the development of the other tiers of education in Nigeria.

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MODULE 3: EDUCATIONAL PSYCHOLOGY 1
(Child Development)

UNIT 1:   THE MEANING, NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

INTRODUCTION
There is a popular saying that teachers are born not made, nothing could be farther from the truth. Teachers are born and made. Teaching is becoming more scientific these days and the teacher requires an extensive background in foundation courses in education. One of these foundation courses is Educational Psychology, which aims at equipping the teacher with insights regarding student behaviour and learning. Why, for instance, do you think that a child who lives near your school continues to come to school late even when he has been constantly punished? Too much housework? Probably not. Lack of interest in school? Not really. It is quite possible that he finds coming to school late rewarding since it satisfies his need for attention. When he comes late, he is noticed and he enjoys that attention. The Educational Psychology course may not provide answers to all your questions but it should certainly help you to be a more effective teacher by providing research- based information, principles, techniques etc. for guiding student's behaviour and learning.

OBJECTIVES
By the end of this unit, you should be able to:
1.   define Educational Psychology;
2.   list 4 characteristics of Educational Psychology;
3.   state the aim of Educational Psychology;
4.   give at least 3 content area of Educational Psychology; and
5.   give the major components of this course.

HOW TO STUDY THIS UNIT
1.   Read through this unit noting the important ideas as you read. Look up any unfamiliar words in your dictionary.
2.   Go back and study the unit step by step as arranged. Attempt all the activities.   Do not look up the sample answers until you have completed the activities.
3.   Try and do the assignment at the end of the unit. If you find any part of the assignment difficult, go back and study the part of the unit concerned.
4.   To obtain the best results, you should obey all the instructions and observe all the rules.

NOTE: ALL ANSWERS TO THE ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOK.

WORD STUDY
Psychology -   a science of behavior

THE MEANING OF EDUCATIONAL PSYCHOLOGY.
Before we attempt a definition of Educational Psychology, let us first of all try to understand the ideas contained in the two component words i.e. 'educationa1' - pertaining to education and psychology- we can immediately say that Educational Psychology is the psychology which relates to education. Let us explore the words further.

Psychology is a science concerned with the study of various types of behaviour. It studies how people think, respond and feel, learn, why they behave the way they do, what initiates and sustains their actions. These processes are fundamental to our understanding of the way children learn and think. The aims of psychology are to understand, predict and control behaviour in terms of modifying, guiding or changing it. There are many branches of psychology, with each trying to study behaviour from its own standpoint. Since all the branches study behavior, there is overlap and therefore they borrow ideas and interchange information. Educational Psychology borrows ideas from other branches including developmental and social psychology.

Now we can define Educational Psychology after the background that is given.

DEFINITION

Educational Psychology is an applied branch of Psychology which deals with educational matters. Because it is a branch of psychology, it is a science and because it is related to education, it is concerned with the learner, learning, instructional processes, and different conditions for learning. We can go further and discuss the specific characteristics of Educational Psychology.

i.   As Science it uses methods which can be replicated by anyone and in different places.

ii.   As a branch of psychology, it has links with other branches and borrows principles, research techniques, and ideas. .

iii.   As an applied area of study, it is concerned with real problems encountered in the process of learning and it seeks objective solutions to these practical problems.

iv   In the course of studying the problems associated with learning, it has generated theories, accumulated a large body of knowledge, some principles and techniques. Thus, it is a discipline.

The aims of Educational Psychology are:

i.   the improvement of learning and instruction in the expected direction. It seeks to achieve this aim by understanding the learner, the learning process, and the specific techniques that can be applied in different settings so that the teaching - learning can be more precisely controlled.

ii.   equipping the school psychologist and teachers with adequate tools to make students benefit from education to the maximum.

ACTIVITY I

1.   Write TRUE OR FALSE after each statement.

i.   Educational Psychology is an applied branch of Psychology.

ii.   Educational Psychology is the same as developmental psychology.

iii.   Educational psychology has a body of knowledge of its own therefore it does not need to borrow ideas from psychology.

iv.   Educational psychology deals with student learning and student behaviour.

v.   Educational Psychology is useful for school psychologists only'.

vi.   Educational Psychology helps in the achievement of the aim of education.

2.   Complete the blanks in the following sentences. Choose words from the list given below:

i.   The aim of educational psychology is the _____ of student learning.

ii.   Educational psychology aims at providing more precise tools for _____ psychologists and to assist them work _____

iii.   Educational psychology seeks to understand how _____ takes place in ____

(**Words:** school, effectively, improvement, teachers, learning, different settings, primary school, social)

3. List 4 characteristics of Educational psychology.

THE SCOPE OF EDUCATIONAL PSYCHOLOGY

The scope of educational psychology is quite extensive. By the time you start studying other units, you will see that the focus of Educational Psychology is on the learner, the learning process and conditions for learning. These have been expanded into 5 broad areas.

1. **Human Growth and Development**

    In order to get people to learn, we have to understand their capabilities, what they already know, how they think, etc. So, the various facets of human development (animals are excluded since we do not teach them in school) -physical, intellectual, linguistic, moral, social etc. are of great interest. Besides, we do know that people are differently endowed and that their environments have made them different. Of special interest are the environmental factors that have been very beneficial in development.

2. **Learning and Instruction**

    Educational Psychology is concerned with the general nature of the learning process, the factors that influence learning, how and when different types of materials are learnt. Do people learn skills? Of particular concern is how to ensure that knowledge acquired in school is transferred to life outside school not just immediately it is learnt but several years after the students have left school.

3. **Personality and Adjustment**

    Educational Psychology is interested in how people, especially students and teachers, develop and maintain healthy personalities and attitudes. Social relationships and how students adjust to the school situation, making friends and interacting with everyone in the educational setting as well as character formation are subjects under the purview of Educational Psychology.

4. **Psychological Measurement**

    Educational psychology is interested in measuring those psychological characteristics on which individuals differs e.g. intelligence, learning ability, aptitude, and in the applications of the results of the measurements to enhance learning and development.

5. **Research Techniques and Methods**

    The scientific study of educational problems and practices are of interest to Educational Psychologists. The implementation of research findings and of techniques in the classroom settings is also of primary importance. Therefore research interest is also focused on how findings and developed techniques will be useful for the classroom teacher. As we had mentioned earlier, there is a large body of knowledge in each of these areas on which your course is based. But fortunately your course has been designed to select just what you need to know from these areas.

    This module starts with the learner and the challenge is that you should try to study and understand the way he develops during the primary school years. The different areas of development are discussed including how you can encourage development in these areas. You will also learn simple non-professional ways of assessing children's behavior, the development of personality, the needs and the tasks which primary school children face, and how you can help them meet these needs and carry out the tasks.

ACTIVITY II
1.   List any of the 5 broad areas of Educational Psychology
2.   Name the major components of Educational Psychology in this module.

ASSIGNMENT
1.   Define Educational Psychology
2.   Describe Educational Psychology under the headings given below:
      (a) aims (give 2)
      (b) Characteristic features (give 4)
      (c) Scope or areas of study (give 4)
3.   List four (4) areas which you will study in this module of Educational Psychology

SUMMARY
- Educational psychology helps to achieve educational goals. It is an applied branch of psychology concerned with the improvement of learning. The major areas of study are:
  (a) human development
  (b) learning and instruction
  (c) personality and adjustment
  (d) psychological measurement
  (e) solution of Educational problems through research.
- This study of Educational Psychology focuses on
  (a) development of the primary school child
  (b) child study techniques
  (c) simple assessment techniques
  (d) personality and coping with problem behaviours and needs of children.

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UNIT 2:   RELEVANCE OF EDUCATIONAL PSYCHOLOGY TO THE TEACHER

INTRODUCTION

Educational Psychology occupies a central role in the preparation of a teacher because it helps the teacher to understand better whom he is teaching and how he should teach, Expertise in a subject matter does not necessarily make the teacher effective, but according to research evidence, the single most important factor in the teacher's effectiveness is his personality including the way he relates to the children in his class.

OBJECTIVES

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

1.   state in what 4 ways Educational Psychology helps the teacher to improve learning and teaching;
2.   explain the ways in which Educational Psychology helps the teacher personally to improve learning and teaching; and
3.   give two benefits which a teacher personally derives from the study of educational psychology.

THE IMPORTANCE OF EDUCATIONAL PSYCHOLOGY TO THE TEACHER

Educational psychology is important to the teacher for the following reasons:

i.   It helps the teacher to understand the leaner.

ii.   It helps the teacher to improve learning and teaching.

iii.   It facilitates the teacher's understanding of himself,

iv.   It helps to advance the course of education through proper appreciation of its role and through research.

We shall now take them one by one and study them in details,

1. UNDERSTANDING THE LEARNER

It is important that the teacher should understand the child whom he teaches and educational Psychology furnishes him with this knowledge.

a.   Understanding how children develop;

The pre-school child behaves differently from the child in lower or upper primary and the teacher realises that the handling of the children must depend on their developmental levels. So Educational Psychology furnishes the teacher with knowledge of the development of the child as he progresses from infancy through childhood to adolescence.

b.   Understanding Individual Differences:

Children are different one from another, some come to school rather young others are more mature, some develop fast, others are not. Educational Psychology helps to explain the ways in which individuals differ, and suggests ways of coping with these differences. Genetic and environmental factors gives rise to and affect these differences.

c.   Understanding and Educating Exceptional Children

Closely allied to the idea of individual differences is that of exceptionality. There are physically handicapped and mentally retarded children in our school. There are also gifted children. These children are special in some ways that make them different from the majority of children in the class. The deaf or hard of hearing, the blind or partially blind, those who have suffered loss of limbs or any form of structural damage are physically handicapped children. There are others who are very slow in learning; although they may look normal physically but their intelligence is low. There are those children who are superior in intelligence. Educational Psychology equips teachers to provide adequate learning experiences for these children first by contributing towards their identification and then specifying how they can be rehabilitated.

d.   Understanding Problem Behaviour of Children

Educational Psychology helps the teacher to acquire knowledge of children's behavioural problems. Some problems are normal and will disappear with age and greater maturity. Some are genetic while others have environmental origins. For instance some children tell lots of lies, others are aggressive, some are hyperactive, some children are truants. Not only must the teacher be familiar with these, he must also know how to help children grow out of them, and how to manipulate the environment to prevent children from becoming maladjusted in school.

2.   IMPROVEMENT OF INSTRUCTION AND LEARNING

a.   Knowledge and Use of a Variety of Techniques

It is known that when children do not learn, the teaching environment and methods are at fault. Educational Psychology has proposed tested principles and techniques, which promote learning. For instance, strategies to get the learner to be very active as well as the use of rewards and incentives have been proposed. These techniques and principles are specified for the learning and teaching of different types of materials - skills, concepts, problem solving etc.

b.   Relating   Materials   and   Methods   t o the Development Level of Learners

People learn materials which they find relevant. By discovering the needs, characteristics, interests and abilities of different groups of children, the curriculum, and its interpretation can be made relevant. Teaching methods too can be related to the needs and level of maturity of learners. Educational Psychology provides help in deciding whether certain categories of learners would benefit most from individualized Instruction, small group or whole class instruction. Indeed, the Distance Learning techniques - another contribution of Educational Psychology- which is used for learners who are far away, can be profitably used in class for some groups of children,

c.   Assessment of abilities, progress of learning and learning outcomes.

Educational Psychology assists the teacher not only to assess the abilities of students but also their learning progress. Although some of the psychological traits can only be measured by professional psychologists, there are certainly many facets of the learner's behaviours which the teacher has to assess. When children make mistakes the teacher may mark the answer wrong but a more helpful way is to ask why the child made the mistake. Errors arise from application of correct procedures in wrong situations due to limited information.

TEACHER'S UNDERSTANDING OF HIMSELF

a.　Self- acceptance:

Teachers are models for learners and therefore some of the things they do mirror back out qualities. Also in learning about and trying to impart certain skills e.g. social and other adjustment skills, we need to assess and improve our own skills too. The same applies to leadership qualities. Educational Psychology helps us to understand and accept our strengths and weaknesses,

b.　Appreciations of Limits of the Teachers' Contribution

By analysing the various factors that influence development and learning, Educational Psychology makes the teacher understand what he can influence and what he cannot change. Although Educational Psychology encourages you to promote learning, not all children can learn to the same level even with the best of teaching techniques. Similarly, a teacher uses the instructional techniques that fit in with his personality, so even when Educational Psychology presents many theories, techniques etc. the teacher still has to choose those he can profitably make use of.

ADVANCEMENT OF THE CAUSES OF EDUCATION

a.　Appreciation of the Importance of Educational Intervention

One of the first things you will learn is that human abilities are not fixed and that development is not static. Because of this, the teacher can have tremendous influence on the course of development. Educational Psychology analyses for us the influence of our environment on development, on learning and other aspects of behaviour. Sometimes, the environment has retarding effects on development and schooling. With good stimulating learning environments, the teacher can overcome such retarding effects. Educational psychology thus enables teachers not only to improve the environment but also to try to convince others of the need for educational intervention for the good of our children.

b.　Research Orientation

Our people are not research conscious and yet the only way to understand children better and improve learning is through research. The educational Psychology course is based on the results of research. It therefore impresses on the need to conduct private child study within the classroom, it also encourages teachers to keep records of behaviour. You are now taking a course with NTI, perhaps some of your assignments may require that you carry out some research. Perhaps some staff of universities, colleges of education etc. may come to ask that you help with data collection.

ASSIGNMENT

1.　State briefly 4 ways in which Educational Psychology helps the teacher to understand children.

2.　Explain 2 ways in which Educational Psychology helps to improve instruction and learning.

3.　Does Educational Psychology benefit the teachers in their lives? State 2 benefits,

4.　Do you agree that Educational Psychology helps to promote the cause of Education? Give 2 reasons.

SUMMARY
In this unit, you have learnt:

- the ways in which Educational Psychology helps the teacher to understand children; and
- the ways Educational Psychology helps to improve instruction and learning.

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UNIT 3:   CHILD DEVELOPMENT: THE NEED FOR CHILD STUDY; METHODS OF CHILD STUDY

INTRODUCTION
The knowledge about children's needs, characteristics and development has come from careful studies of the children themselves. Psychologists have spent time conducting these studies; you too must study the children you teach so that you can get to know them better. If you know them better yon will be able to teach them better. You are lucky to be in constant contact with children so you have many opportunities of studying them. We will only select some of the many methods which can be used in studying children. So, in this unit, we wish to open your eyes so that you can see more and know more about those children whom you teach. You can get to know them better by looking at them, asking others about them, playing games with them, etc. But you must promise not to interpret and judge too quickly until you have collected enough information about the child.

OBJECTIVES
By the end of this unit, you should be able to:
1.   give 2 reasons why teachers must study primary school children;
2.   list at least 4 different methods of studying children
3.   distinguish among the different approaches to the study of children;
4.   say what method can be used to study selected types of behaviour; and
5.   apply at least one method in a study of children in your school.

HOW TO STUDY THIS UNIT
1.   Read through this unit step by step as it has been arranged for you. If there are words you do not understand, look them up in the dictionary as you read and check meanings in the Word Study too.
2.   Try and do all the activities that you are given. Do not look up the sample answers until you have completed the activities.
3.   Attempt the assignment at the end of the unit.
4.   To obtain the best results, you should obey all the instructions and observe all the rules.

NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK.

WORD STUDY
Checklist - a list or items to assist the teacher in recording observations.
Anecdotal record - record of very important and significant activity a child does.
Also it is a free recording of what a child does and says.
Clinic interview - asking questions as the need arises without predetermining what those questions should be.

THE NEED FOR CHILD STUDY
The need for studying children is that the teacher gets to understand them better. He appreciates the way they behave, feel and think. We will now consider the need for child study.

i. **Increased interest and awareness** attracts positive responses from children. Many of our children come from backgrounds where children may not have been encouraged to speak freely with adults. But if the teacher shows interest in them, is friendly, asks them about themselves and their problems; the children too will respond positively. Children are very quick to sense genuine interest. They are likely to open up, tell the teacher things about themselves and be motivated to learn what the teacher teaches.

ii. **Greater knowledge of children**, like those of their needs and interests, enhances the teachers' work. When the teacher knows the capabilities, needs and interests of children in his class, he will definitely teach better and more meaningfully. He may decide to group the children depending on their interest. He may know what stories to tell, what examples to use, whether they should bring and use certain learning aids etc. What is more, the teacher will try to reach all the children in the class.

iii. **Problems will be detected early and treated.** When the teacher studies young children and detect their problems, the chances are that children can be referred to specialists for proper diagnosis and early treatment. Parents can be informed so that they and the school can decide on what to do about such problems. Maladjustment problems can definitely be prevented if there is early detection. Problems which arise from malnutrition can also be handled if teachers talk with parents. There is a lot that can be done if teachers study the children in their care.

ACTIVITY I
Give 2 reasons why it is important for the teacher to study young children.

METHODS OF CHILD STUDY
Some Basic Approaches
We will discuss three approaches to the study of children: -
- the longitudinal approach
- the cross sections approach
- the case study.

1. **Longitudinal Approach**
Sometimes we want information on how children develop in our own locality possibly to see whether any environmental factors have important effects on their development. A classroom teacher, such as you, may not want to do an elaborate longitudinal study but still may be able to carry out short studies of a longitudinal nature. What is a longitudinal study? It is a study of the same individuals over a long pcriod of time. The period may be a school year, two terms or extend for several years. Let us assume that you want to find out how well the children in your school are growing. As a school, you may decide to take height measurements of the children in Primary One B. Perhaps two or three measurements are taken again. The same process is repeated until they get to Primary 6B. It will be possible to see how each of these children has grown in the 6 years.

However, we can be less ambitious about the length of time. **As** a class teacher, you want to study your children for just one year. You take periodic measurements of all the children, probably 6 times in the year. That, too, is a longitudinal study.

2. **Cross Sectional Approach**
The Cross Sectional approach entails taking different groups of children and studying them just once or twice per group within a short time. For instance, in the example we used, instead of waiting for 6

years to know how children in your school grow, the study could be concluded in two weeks! All the children in Primary One B, Primary 2B, Primary 3B and so on to Primary 6B could be measured at about the same time. Different groups of children would be measured but then you would also know the average height of children in the classes. You will agree that it takes a shorter time but you will not be able to say how a particular child, say Okon, grows over 6 years.

3. **Case Study:**

Let us recommend very highly the case study for the classroom teacher. Case studies are in-depth studies of single individuals or single cases. Suppose, you have a problem child in your class and you want to find out what has gone wrong with him/her, you will need to study all aspects of the child's background, home life, friends, performance in school, interests, etc. When you dig into details about all aspects of a single case, then you are involved in a case study. The major advantage for you is that you will have enough information about the ease to take a decision on the cause and nature of the problem. Knowing the root or source of a problem makes the solution or remedy easier.

ACTIVITY II

1. List 3 different approaches to the study of children
2. Describe one of the approaches.
3. Name the approach you would use to find out the following.
    i.   why a child's performance in school has suddenly become poor.
    ii.   how a group of children in your school will grow for the next three years.

SPECIFIC METHODS: OBSERVATION, INTERVIEWS, QUESTIONNAIRES, ETC.

1. **Observation:**

Observation involves looking at children with a purpose in order to see specified types of behaviour. It is a direct way of obtaining information about how a child does things, how often and when he engages in the behaviour. It is a basic way of taking notice of what children do and say.

To observe objectively sometimes aids are needed. For instance, the teacher may need to record what the child is doing, so there has to be paper and pen. Recording everything the child does is not easy. Sometimes that type of free writing or description of behaviour is necessary. It is called **anecdotal record.** Sometimes, too, the teacher may use a **checklist** of a list of items to aid the accuracy   of recording behaviour; the teacher would then just simply check and tick the items he observes.

 Sample Name: Audee Ademola

A. Items assembled on desk
    i. Pen
    ii. Pencil
    iii. Dictionary
    iv. Exercise Book or writing paper
    v. Eraser
B. Methods of Study
    i. Silent reading
    ii. Note making
    iii. writing
    iv. Oral reading

You can see that the task of writing is minimised.

2. **Asking Questions**
   i Interview
   The interview is a direct way of obtaining information from children in a
   face-to-face situation by asking oral questions. The teacher has ample
   opportunity of asking questions. Questions may be asked in an informal manner.

   ii. A Clinical Interview is informal like the situation where the doctor asks the patients questions about their health. One question leads to another and there are no questions structured and written beforehand. The famous psychologists, Piaget whom you will learn about, used clinical interview s to study children's intellectual behaviour. Sometimes questions are drawn up before hand and all the children got asked those specific questions. We refer to interviews with set questions as **structured interviews.**

   A teacher can interview children when they are carrying books for him/her, when they are sitting in the class or outside on the play ground. Anywhere is convenient for asking questions especially in case studies. Sometimes the teacher asks other children questions to obtain information about a particular child. The parents could also be asked about their child. So, interviews or oral questioning in a face-to-face situation are of two basic types. There are informal or clinical interviews and structured interviews. The teacher can ask the child directly or ask others about the child.

3. **Questionnaires** Sometimes, because there is no time to ask children questions individually, questions may be written down on the board or on paper for many children to answer at once. Such a written set of questions aimed at obtaining information on a topic is known as **questionnaire**
   Questionnaires are good for use with groups, but if children cannot read then questionnaires are not suitable; interviews are in such cases better for eliciting information.

4. **Tests and Other Measurements**
   You are familiar with tests, a set of tasks or a task that can be scored. But you are also familiar with the tests you make in the class. We will not spend time discussing that type of test which is normally used for assessing cognitive performance or knowledge.
   There are other types of tests of development. There could be tests to determine which hands a child prefers to use when we want to find out whether the child is right or left handed. There are tests of strength. Other psychological tests exist and some can also be used by the teacher. We will describe a **situational test** of honesty, an aspect of personality. Suppose you have given children a written assignment, you collect the assignment, score them but without writing on the exercise books or entering the marks. Then you can give the books back to the owners and ask them to mark. When you collect back the work which has been scored by their owners, you compare the scores with the ones you had given. **Warning**: Only one instance of dishonesty does not mean that the child should be labeled a cheat. The point about studying children is that repeated observations must be made before taking a decision. Actual Measurement of height, weight, strength, etc can also be taken to assess aspects of the child's physical and motor development.

5. **Sociometric Techniques**

Sociometric techniques are ways of studying individuals' standing in a group, whether they are accepted, popular, rejected, and generally well known in the group. We will describe two such techniques which are quite-easy to use in primary school.

"Guess who?" technique can be used in any class. The teacher uses it to find out how children perceive one another in the class. The teacher may use a pair of precise statements and ask the children to name who the descriptions fit e.g.

a. Here is someone who cannot sit still, is always moving around the class. Guess who?
b. Here is someone who can sit still, and works quietly at his/her desk. Guess who?
c. Here is someone who is always smiling and saying something nice to people. Guess who?
d. Here is someone who never seems to smile at people and does not often say nice things to people. Guess who?

The information so gathered from individual children will give the teacher the collective impression of the class about others. The teacher can see and help the child who is being liked, and for what reason, and the one who is tending towards being unpopular.

Another technique is to ask children with who they would want to do or perform certain activities.
Who would you want to play with?
And who else?
And who else?
Who would you want to go to a party with?
And who else?
And who else?
By the time the teacher collects names from the class and tabulates them, it will be obvious which children are isolates and which ones are very popular. Your contact teacher will teach you how to construct a detailed chart but you can tabulate the information thus.

Name of child	No of times chosen	Activity
Adamu	3	Play
Nwankwo	30	Play
Inyang	45	Play

If there are 30 pupils in the class, you can see at a glance that Inyang was chosen by at least 50% of the class children. On the other hand, Adamu may have been chosen by 1 child three times by 2 or 3 different children. Adamu would definitely need help in making more friends.

6. **Rating Device** You are already familiar with rating scales, whereby an individual is placed on a point in a scale. Usually the rating is done with respect to a characteristic or an aspect of the persons personality e.g. neatness, punctua1ity. The person may rate himself or others may rate him.

We know that teachers normally rate their students but we want to emphasise that the children can rate themselves too. Let us take the example of the child who is rated either for punctuality i.e. keeping to and doing things in time. We can describe the points (3 for very young children, 5 for older ones) and have children rate the classmates who are named.

| Very punctual | sometimes | not punctual |
| Most of the time | punctual | at all |

You will soon be convinced that the children know themselves better than you know them.

ACTIVITY III
List 5 methods or techniques of studying the children in your class.
2. Describe a method you would use for studying a child's popularity.
3. Match the items on tests A and B

A	(i) To look and see what children are doing and saying	(B	(i) Sociometric
	(ii) Guess who?		(ii) rating
	(iii) Asking questions in a written form		(iii) actual measurements
	(iv) Finding out from other's height		(iv) Questionnaire
	(v) Finding out from others a person standing on a scale		(v) observation

ASSIGNMENT
1.   Explain 2 reasons why teachers should study the children they teach.
2.   How is the longitudinal approach different from the cross- sectional approach?
3.   Write True or False after each statement.
    i.   I can use observation to study how aggressive a child is.
    ii. The best method to use in studying a child's performance in mathematics is questionnaire.
    iii. 'Guess who' technique is a very useful method in studying why a child is never punctual.
    iv. The questionnaire is the best method to use in studying opinion of children in primary one.
    v.   A case study is very useful if the teacher wishes to investigate a child's problem behaviour.
    vi. Use the rating scale of 3 points in your class to find out those who should do the job of "monitor" or class prefect.
         Use the "Guess who" techniques to find out whom the children would like as monitor or class prefect. (Clue: Let them guess who tries to lead, offers assistance to others, is well liked and listened to, stops noise making in class, etc).

SUMMARY
•   In this unit, we have discussed the importance of studying children and how you can study them as a school and as individual class teachers. We said that it was important to study children for the following reasons:
    i.   To understand them better.
    ii.   To benefit from the positive response of children.
    iii. To enhance our teaching job. Knowledge of their interest, needs, and capabilities will guide our teaching.
    iv.   To detect (incipient or beginning) problems and deal with them.

Three approaches to the study of children were introduced - the longitudinal, the cross sectional approaches, as well as the case study. In the longitudinal approach the same group of children is studied from time to time over a long period of time. In the cross-sectional approach, different groups of children are studied at once. The case study focuses on one case or an individual child and obtains detailed in-depth information about the case or child.

We also discussed some specific methods or techniques of studying children. These were:
i. Observation, where teachers look with a purpose to notice what children are doing and saving.
ii. Interviews, where teachers ask questions orally or in a written format, known as questionnaire.
iii. Tests and actual measurements.
- Sociometric techniques. Here teachers find out the relative standing or popularity of children in their various groups.
- Rating Device. This method requires that the teacher or the children determine a child's relative point on a scale with regard to a characteristic or personality trait.

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UNIT 4:   **PRINCIPLES AND STAGES OF GROWTH AND DEVELOPMENT OF THE CHILD**

INTRODUCTION
Modern school tends to point out that, as teachers, we are supposed not only to know our subject matter but also the child we teach. The knowledge of the child should include the child's growth and development. But one may ask us *why* do we have to bother ourselves knowing or studying the child? Perhaps one or all of the following reasons may justify our efforts to study the growth and development of the children we teach.

1.   Knowledge of the child as he is presently will assist the teacher in guiding his future,
2.   To understand a child as he is presently, we must try to understand what had gone before.
3.   There is the need to study what happened during the child's early development in case the teacher comes across some who had encountered problems earlier on. The teacher can then give adequate help to these children and even help them overcome their difficulties. Because of the above mentioned reasons, this unit will examine the concepts and principles of Growth and Development.

OBJECTIVES
By the end of this unit you should be able to:
1.   define correctly the major concepts of growth and development;
2.   list and explain the major group of factors which affect growth and development;
3.   list and explain correctly seven principles governing growth and development; and
4.   list and describe briefly the broad stages of human growth and development.

HOW TO STUDY THIS UNIT.
1.   Read through this unit once. Note the important ideas as you read, while you look up unfamiliar words in your dictionary.
2.   Go back and study the unit step by step as arranged. Attempt all the activities given. Do not look at the answers before attempting the exercise.
3.   Do not forget to attempt the unit assignment. If you observe all these rules you will benefit from this   unit.

NOTE: ALL ANSWERS TO ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK.

WORD STUDY
Body cells - This means the body tissues which make up the human body.
Maturation   -   This   is   the   process   of   organic   growth   towards   maturity.   When   this happens, it enables the organism to perform higher functions.
Heredity   - This is what is transmitted from parents to their offsprings.
Biological   - The features of the body, such as colour of the skin, transmitted from traits- parents to their offspring.
Chronological age - This is the actual age of the child when calculated from his date of birth.
Chromosomes   -   Each   human   cell   contains   46   chromosomes.   The   chromosomes contain   the   different   biological   traits   which   are   transferred   from parents to offspring.

BASIC CONCEPTS OF GROWTH AND DEVELOPMENT
After birth, the child grows and develops until he finally becomes an adult. Such a march towards adulthood involves four basic types of changes, namely, growth, maturation, learning and development.

Although we will explain each separately, we must realise that they occur simultaneously and are often interwoven.

1. **Growth**

   Anything that lives grows. Growth refers to change in dimensions especially change of a quantitative nature. When we say that a child is growing, we mean that the child is getting taller or has added more centimeters to his height. He could also be heavier. In other words, growth is brought about by the multiplication of the body cells. Growth could be horizontal when we wish to show that the child is becoming fatter or vertical when we refer to increase in height.

   Our examples so far have been concerned with physical growth but growth can occur in other areas. We often talk about growth in the size of a child's vocabulary. We mean by this that the child has learnt a quantitative number of new words.

2. **Maturation**

   Unlike growth which is quantifiable and obvious, maturation involves change of a qualitative and imperceptible nature. Maturation involves relatively innate changes which enable the child to function at more advanced levels. In some respects maturation brings about certain functions in a fixed order although the timing may vary in individuals. For example, a child must sit before he can stand, must stand before he can walk. These functions are controlled by maturational changes. Maturation directs biological changes.

3. **Learning**

   Learning is another form of change which comes as a result of experience. When the teacher presents a child with situations so that the child can practise, solve problems, memorise or copy things, we say that learning is taking place. Unlike maturation, learning depends much on external stimulation.

4. **Development**

   Development is the sum total of all changes that occur in an individual. It combines the effects of growth, maturation, and learning. Therefore, it entails structural and functional changes. Development is brought about by innate and environmental forces. The progress of development can be seen in all aspects of an individual's functioning. So, we will be talking about physical intellectual, motor, language, social, and emotional development. It is important to warn that growth and development are often mistakenly used interchangeably. But you now know that growth is quantitative but development is a broader term, don't you? It is quantitative and qualitative.

ACTIVITY I
1. Explain what is meant by growth
2. Explain what is meant by development
3. Explain what is meant by maturation.

FACTORS THAT AFFECT GROWTH AND DEVELOPMENT
1. Heredity

   Heredity is the sum total of what parents pass to off-springs at the time of conception. When a sperm cell of the male penetrates the ovum (egg) of the female, fertilization takes place. Each normal cell has 46 chromosomes. Because of cell division, any single sperm or ovum contains 23 chromosomes i.e. half the number of chromosomes of each of its parent cell. When ferti1isation takes place, the mother donates 23 and the father 23 and so the fertilized egg has 46 chromosomes again. Each of these inherited chromosomes contains many genes which carry the hereditary traits of the off-springs. Through these genes, parents transmit their traits to their children. These traits are hereditary characteristics which are genetically determined. Genetical inheritance determines in large part, growth (physical structure) and also

helps to influence other traits. A child can inherit from his parents, his rate of growth, eye colour, height, texture and colour of the skin and hair.

Generally the individual's intelligence is dependent upon the type of brain and nervous systems inherited from his parents. This would mean that heredity affects and influences most growth patterns of a human organism

2. **Environment**

Environment refers to different types of surroundings in which a developing child finds himself. Apart from the hereditary factors, environmental factors also affect the growth and development of organisms. For example, a child who finds himself in a good environment such as wealthy parents, good homes, good water supply, medical facilities, radio and television sets, etc. is predisposed to a high functioning level and, therefore, high development. But a child, who finds himself in a poor environment such as poor parents illiterate parents, inadequate food supply, and lack of stimulating home is likely to have problems in his growth and development as a human being.

For these two children, their growth and developmental levels will differ significantly.

ACTIVITY II
1. Explain the meaning of the term environment.
2. Explain the meaning of heredity.

PRINCIPLES OF GROWTH AND DEVELOPMENT
1. **Growth generally precedes function:** A muscle must grow fully before it can become functional. For example, at age seven or eight, the brain growth of a child is complete. It is only from this age that the child can engage in abstract thinking.
2. **Development has directional trends:** Cephalocaudal and proximo-distal. You can observe the cephalocaudal (head-to-tail) trend in young children. A boy first has control over the head then the trunk and finally the legs. That is why he first lifts its head, then sits, before he can stand. The other direction is proximodistal from the centre to the outside or periphery. The child can control the trunk before the arms and the arms before the fingers.
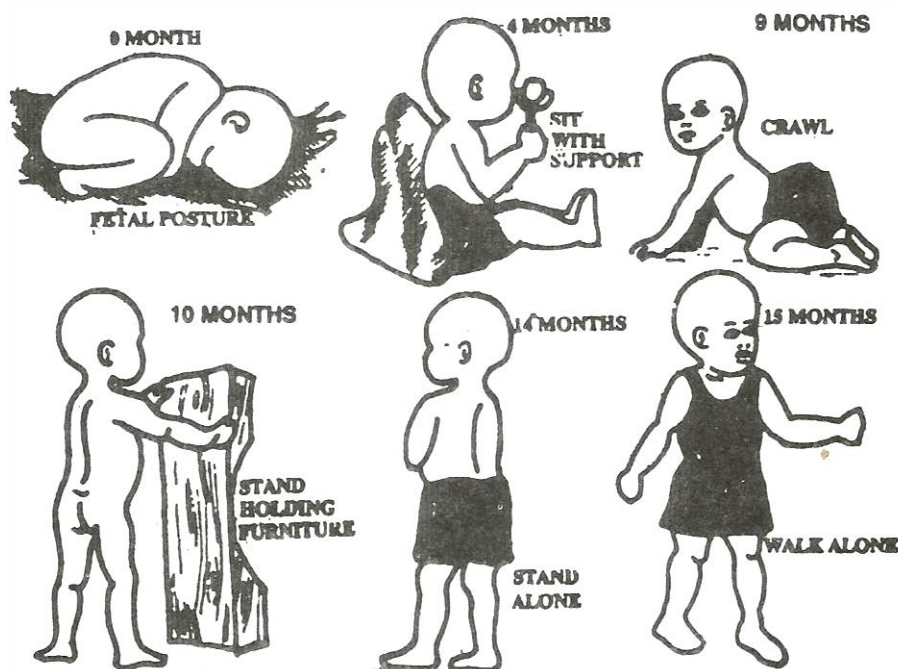
Growth and Development have direction, order and sequence

3. **Development is for the most part orderly and sequential.** All normal children babble before they talk, sit before they crawl and stand before they walk. Even teeth erupt in an orderly sequence.
4. **Development behaviour is largely controlled by needs.** A child who needs nutrients will concentrate on food and forget about other things. Similarly a child who needs to get into a peer group will strive to do so at the risk of other aspects of development.
5. **Different aspects of growth proceed at varying rates** due to hereditary and environmental factors. Thus a child may be tall for his age but average in language development. The Typical child therefore has many "ages". For example, a child who is choronologically ten might have a mental age of twelve.
6. **Growth and Development are continuous.** Growth is not always smooth and gradual, there are "growth spurts" (a sudden jump) during infancy and adolescence.
7. **There are critical period** in the development of certain organs and functions of the body. If anything interferes with the organ at the particular time, it may result in permanent deficiency or mal-function. Examples of such organs are the heart, kidney and the eyes. There is also a critical period for the development of language. At that time a child can learn almost any language.
8. **All aspects of development are inter-related.** The mental, physical and social aspects of development are inter-related because in the final analysis only one organism, the child is growing. So, the child develops as a unified whole.
9. **There are individual differences in development.** Although all children progress towards maturity, children develop at different rates. They also develop distinctive features and traits. They end up with different body dimensions and different levels of adjustment and abilities.

ACTIVITY III
1. Write True or False as the case may be.
   a. Function precedes growth.
   b. The direction of development is from head to tail.
   c. A child can have more than one age.
   d. Development is generally orderly.
2. What is a critical period? Give examples?

STAGES OF HUMAN GROWTH AND DEVELOPMENT
The Concept of Stages
Human beings from birth till they age and die have many characteristics. These characteristics appear at different times in a person's life. Some characteristics appear relatively together and aim at achieving certain types of growth and bodily function (development) at that particular time. Therefore any period when a group of charactenstics appear on a human organism, with a view to furthering certain growth and development, is known as a stage. This would mean that any human organism has many stages of growth and development. We shall therefore look at these stages here.

Stages of human growth and development
Human body grows in stages as we have mentioned earlier, each stage has its dominant characteristics. Each stage is related to the next stage but is not clearly distinct from it. In other words, no individual passes from one stage to another on a particular birth day. We shall now list in broad outline these stages

of human growth and development. Only the first six periods up to adolescence concerns us in the primary school.

(a) **PRE-NATAL (0-BIRTH):** This is the period from conception to birth. The period lasts for about 280 days during which growth is very rapid. This growth involves bodily structures, hence the baby in the womb is active and movements can be observed. Unit 6 of this will describe the period in detail.

b**)** **INFANCY (BIRTH -2 YEARS):** At the early stages, the skin is red and wrinkled. Growth is still very rapid. The bones are pliable. The infant controls the muscles which support his head but depends on others for all his needs. He can in some cases control the elimination of body wastes.

c**)** **EARLY CHILDHOOD (2-5YEARS):** The child learns to control his body and seeks to gain control of his environment. The child begins to speak in simple sentences to express his thoughts. He can hop and skip. The child prefers association plays. He loves self- accomplishments:

d**)** **MIDDLE CHILHOOD (6-8 YEARS):** This is the period when the child enters the primary school. As the child leaves the home and nursery school for the primary school, he moves from his family relationship into a wider social group. His speech improves. He enjoys associative plays. His thinking is closely tied to his immediate experience but he cannot yet generalise.

e**)** **LATE CHILDHOOD (9- II YEARS):** This is the senior primary school age. Differential growth of bones, muscles and other organs continues to take place. Personality development and socialization are marked in this stage. Late childhood is usually referred to as the "gang age" because of group activities which begin to play important roles in the child's have. The child learns to get along with age mates mostly of the same sex.

f**)** **ADOLESCENCE (12- 18 YEARS):** Adolescence may be seen as the last step in the long period of growth which began at conception. Growth which is rapid at this stage generally ends at the end of the adolescence period. Adolescence is characterised by rapid physical growth, changes in the child's physique and the maturing of primary sex characteristics. The child reacts to frustration by verbal attack and hates disgrace. The child can conceptualise a variety of' possibilities and begins to ask why? He tries to crystalize his self- concept and sense of identity.

g**)** **ADULTHOOD (18 - 60 YEARS):** the individual is ready to take his place in the circle of marriage and parenthood.

h**)** **SENESCENCE (60 AND ABOVE):** This is the period of old age during which the individual gradually disengages from social relationships. Retirement from different active facets of life occurs often voluntarily. There is also a decline in physical structures. You have seen old people who have lost their teeth, are bent and tend to shuffle along.

ACTIVITY IV

1. Rearrange the following broad stages of human growth and development to agree correctly with the years.

a.	Pre-natal	(Birth	-	2		years)
b.	lnfancy	(2	-	5		years)
c	Early childhood	(0		–		birth)
d.	Middle childhood	(9	-	11		years)
e.	Late childhood	(6	-	8		years)
f.	Adolescence	(15	-	60		years)
g.	Adulthood	(12	-	10		years)

h. Senescence (60 years and above),

2. Explain what happens in
   a. Late Childhood
   b. Adolescence period.

ASSIGNMENT

1 (a) Define the concept of growth

    (b)   Define the concept of development

2   Show how the following affect growth and development
    (a)   Heredity
    (b)   Environment
3   State and explain the principle which governs the direction of growth and   development.
4   List the six stages of child development which will take us to the end of primary school.
5   Write short notes on (a) Infancy (b) Early childhood.

SUMMARY
-    It is important for teachers to know and understand the growth and developmental patterns of the children they teach. This is because knowledge of the growth and developmental patterns of the child will help the teacher in his classroom dealings with the children.
Growth is brought about by the multiplication or increase in size of the body cells. Human growth could mean becoming heavier or fatter, or becoming taller or both. Maturation refers to qualitative changes which are innate in nature. It leads to the unfolding of inherited potentials and enables the child to function at a more advanced level.
Learning involves changes brought about by experience and practice. Development on the other hand encompasses growth, maturation and learning, it goes further to mean the ability to use the organs in the performance of certain functions.
- The following two groups of factors influence growth and development - **Heredity:** This is the sum total of what children inherit from parents. **Environment:** Environment refers to the surroundings in which a developing organism finds himself.
There are many principles of growth and development.

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UNIT 5:   FACTORS INFLUENCING THE GROWTH AND DEVELOPMENT OF THE CHILD: THE MEANING AND INFLUENCE OF HEREDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT OF THE CHILD

INTRODUCTION
The child you are looking at bears marks of his in-born characteristics which he inherited from his parents and the environment in which he lives. Does he resemble his parents physically? If he does, then his looks can be generally attributed to his genetic endowment. Does he speak Igbo, Hausa, Yoruba or any other Nigerian language fluently? Then his language competence is mostly a mark of environmental influence for the child could have spoken Spanish if he lived in Spain. In this unit we will examine how genetic and environmental factors contribute to and influence growth and development. We are not interested in how much each set of factors influences development because we cannot and nobody else can tell their individual contributions. Rather, we want to know how they co-operate and interact to produce the different children whom we see in our classes.

OBJECTIVES
By the end of this unit, you should be able to:
1.   explain the meaning of heredity and environment;
2.   state the relationship between heredity and environment;
3.   list the 2 broad categories of inheritance;
4.   explain how heredity determines individual differences;
5.   give, at least 5 examples of traits inherited or strongly influenced by heredity;
6.   list any 4 environmental factors that-influence growth and development; and
7.   list traits under environmental control.

HOW TO STUDY THIS UNIT
1.   Read the introduction and the summary of this unit first.
2.   Read through the unit step by step as arranged. Look up unfamiliar words in your dictionary and in the Word Study as you read. Attempt all the activities given. Do not look at the sample answers until you have completed the: exercises.
3.   Try and observe all the rules. Remember to attempt the unit assignment. If you carry out these instructions faithfully, you will certainly benefit from this unit.

NOTE: ALL ANSWERS TO THE ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK.

WORD STUDY

Heredity	-	everything passed on from parents to children
Chromosomes	-	chemicals in the nucleus of cells on which genetic materials are arranged.
Genes	**-**	the genetic materials which are passed on from parents to children
Peers	-	age degree to which things are alike; usually expressed as a decimal between -1 and +1 age mates with whom the child interacts.

MEANING OF HEREDITY AND ENVIRONMENT
When we talk of heredity, we mean the sum total of what parents pass on to their off-springs or children at the moment of conception. Our heredity is our inheritance.

Environment, on the other hand, can be regarded as anything that can influence individuals starting immediately after conception. So the environment of the womb can be important as we shall see. The

physical environment influences the child. The psychological environment of how people relate to and care about the child is also important.

RELATIONSHIP BETWEEN HEREDITY AND ENVIRONMENT

The relationship between heredity and environment is a very interesting one. It is like the plan of a house and the actual building. Without the plan you cannot start building because, the plan gives you possibilities. But the actual building depends not only on the plan but on the building materials and the builder. Heredity provides the plan, the potentials and how far we can go while environment determines the building, the accomplishments and how far we do go. Heredity and environment interact all the time to influence growth and development. While heredity determines the limits, environment determines how far we get towards those limits.

ACTIVITY I

1. Fill in the missing words in these statements. Choose the words from the list provided.
   i. Another word for heredity is_____
   ii. The_____ of what is passed on from _____to children constitutes heredity,
   iii. Heredity is determined at the time of_____
   iv. Environment is _____ which influences the individual or after_____
   v. Environment could be_____ or _____
   vi. Even the environment in the _____ is important in development

List of words: inheritance, womb, physical, psychological, sum total, conception, parents, anything.
Decide whether each of the following statements is true or false and indicate your decision.
   i. Heredity influences us all through life.
   ii. Environment is important only after birth.
   iii. Environment sets the limit of how far we can go.
   iv. Heredity and environment work together to determine development.
   v. Heredity determines what we can do.
   vi. Only the physical environment determines what we can achieve.

HEREDITARY INFLUENCES
Two Types of Inheritance
There are two major categories of inheritance. We inherit those things that make us truly members of the human race and we inherit the things that set us apart as individuals.
In the first category of specific inheritance every normal human being inherits two hands and legs, two eyes, ability to walk in an upright posture. He also inherits sleeping-waking cycle for all human beings must sleep and wake up. In the second category we inherit our individual characteristics such as light or dark complexion, shape of fee nose etc. Experts say that no two individuals in this world have the same thumb; print!

Inheritance

Type A		Child	Type B	
Species specific				**Individual**
i.	human structure		i.	complexion
ii.	upright posture		ii.	Blood type
iii.	sleeping-waking cycle etc		iii.	Thumb print etc
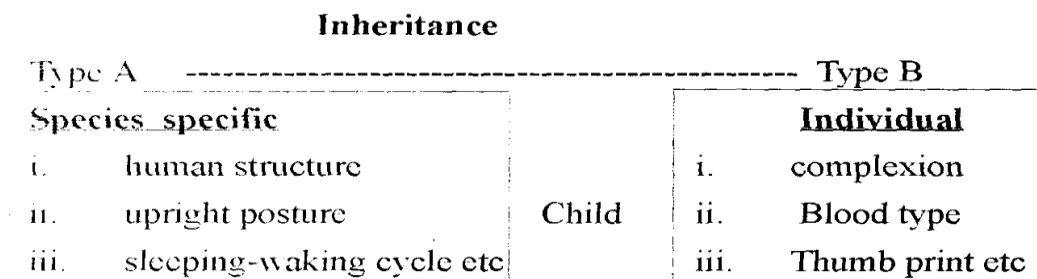
Heredity and Individual Differences
There are many sources of individual differences, but we will consider two important ones related to heredity. The first is related to the way genes are distributed and the Second to the sex of the child.
Gene action: Genes are the heredity materials which parents pass on to children. There are several thousands of genes located on chromosomes, i.e. chemical substances in cell nucleus. Normally there are 46 (23 pairs) of chromosomes in the cells of the body. But since the child has to inherit from father and mother, nature has arranged that in the sperm cells of males and the cells of the mother only 23 chromosomes are contained. You see how wonderful nature is? When the sperm fertilizes the ovum or female eggs cell at conception, the correct number of chromosomes is restored i.e. 46. Now, the most important thing to remember is that thousands of genes are distributed randomly into the 23 chromosomes. So. it is almost impossible to have the same genes distributed into the different egg cells of male and female which could unite at conception, then you will understand why even two brothers or two sisters are usually different In fact it is consider that they manage to look alike.

Sex Determination
The second way in which heredity contributes to individual differences is in the determination of the sex of the child at conception. Boys and girls are different not only because of upbringing but in terms of inheritance. Two types of chromosomes determine sex - they are referred to as X and Y sex chromosomes. The father can donate either X or Y sex chromosomes at conception. The mother can only donate X sex chromosomes. If both father and mother donate X sex chromosomes so that there is XX combination, then the baby is female. If the father donates Y and the mother her usual X then you have XY combination and a male child is born. (Explain to parents who blame the wives that it is not the woman who is responsible for failure to produce a male child).

Father	Mother	Child
X	X	XX Female
Y	X	XY Male

Specific Traits Determined by Heredity
We have already said that it is difficult to determine what traits heredity endows that are not influenced by environment. However, mere are some that must be mentioned.

i.   Physical features
It is easy to see that children are very often like their parents and grandparents. We do not mean that they can be exactly like their parents because as we have just learnt they inherit from both father and mother.

ii.   Intelligence
From studies of twins, especially identical twins, it has been found that under normal circumstances both twins are alike intellectually. When they are reared together, the degree of alikeness also known as correlation is very high. Even when they are reared in different places the correlation is 79, also very high. So we conclude that intelligence tends to be inherited somehow.

iii   Disorders
The commonest form of inheritable sickness in our environment is sickle cell anemia. People should know more about how this condition is inherited. Unfortunately we cannot go into it now. Other forms of disorders and diseases arc also inheritable.
iv.   Sex-related traits
We mean here certain traits and conditions which arc passed on the X sex chromosome and, therefore, show up either in one sex only e.g. baldness or colour blindness.

v. The rate of development

Also seems to be inherited. Generally a child that is fast in crawling will tend to be fast in walking and in many other aspects of physical development.

vi.   Blood type:

People normally say blood is thicker than water. Perhaps we should say that a child always inherits the blood type of his parents. That is why a child or a close relation can donate blood for a person.

ACTIVITY II

Do the following exercises.

1.   State the 2 major types of inheritance discussed,

i.

ii.

2.   Fill in the missing words. A list of words has been provided for you. You may use a word more than once.

i.   Two of the ways in which inheritance contributes to individual differences is through_____ and _____action

ii.   Genes are_____ materials which children inherit from_____

iii.   There are _____of genes and they are distributed in a manner into the egg cells.

iv.   The _____which unite to make a baby are also selected randomly.

v.   Many _____are needed to determine a single organ or trait.

vi.   The _____of a baby is determined at conception.

vii.   _____and_____ are genetically different.   .

Words: sex, thousands, egg cells, males, gene, parents, females, random, hereditary.

3.   Write True or False after each statement
   a.   There are only 2 genes (one from the mother and one from the father).
   b.   Genes are distributed to brothers in the same way.
   c.   Not only identical twins but all brothers and sisters have the same inheritance.
   d.   The male child receives a Y-sex chromosome from the father.
   e.   Heredity helps to make individuals different in many ways. 4.

List 4 traits that are inherited or strongly influenced by heredity.

ENVIRONMENTAL INFLUENCES

Factors

You will recall that we define environment in terms of all the factors which affect the individual after the moment of conception. To understand these factors we will try and group them. We can only list some of them.

(a)   Pre-natal factors:

These are factors in the womb which can influence growth and development. They can also affect development positively or negatively.

(b)   The family members;

The child is born into a family and it is there that he first learns many things. The family has a very strong and long lasting influence on the developing child. Every aspect of the child's development is affected. Whether he is fat or thin depends on how much he is given to eat. His values depend on the family, his relationship with people outside his home etc.

(c)   The peers or mates:

Age mates and friends influence the behaviours and the development of children.

(d)   Institutions;

i.   School: The school has tremendous influence on the conduct, learning and other behaviours of the child; it is here that the child acquires a lot of skills, knowledge, etc.

ii.   The religious Institutions - church, mosque, influence some aspects of the child's development,

iii.   The media: radio, television, newspapers. Even in the rural areas, some of these do have an impact.

(e)   The physical environment:

i. The conditions of a place affect the health and subsequently all others as aspects of a child's development. Is there enough and right type of food? Is there clean drinking water?

ii. Facilities for learning exercise and interaction also affect development. Is there space for exercise and are there play materials?

How Environment Influences Development:

Since environment makes it possible for hereditary gifts to grow and bloom we can say that all aspects of development are influenced by environment. Environment provides food for growth as well as opportunities for learning. However, there are some which are virtually under the control of environment.

These are mostly the aspects of development which are learned and only a few examples will be given.

i.   Language: The child's competences in language depend on the way he is taught language in the home, in school etc.

ii.   Social relationship: How the child relates with people depends on his experiences and the skills which he has for interacting with people.

iii.   Motor skills: Although the child does not need to be taught how to crawl, stand, and walk, how he performs many skills depends on the environment. For example, we can all walk but you will agree that marching which is a kind of walking has to be learnt. If you have watched the march past during Children's Day or Independence Day celebrations, you will understand what I mean. The same thing applies to many other motor skills -jumping, throwing etc.

iv.   Intellectual ability: Even though we have said that heredity has a strong influence, the child has a strong influence, the child has to be stimulated for intellectual development to progress well.

v.   Physical development: Environment cannot change the physical structure except there is an incident and a limb or other part is completely destroyed. But how well a child grows depends on the nutrients and generally healthy conditions free from infections and other debilitating hazards.

vi.   Moral values and judgment are learnt in the family and the home in which the children live. The way we are attached to our families and kin group here, the way we respect elders in our communities are not universal. They are important to us in our environment.

ACTIVITY III

1.   List 5 environmental factors that influence development.

i.

ii.

iii.

iv.

v.

List five specific areas of development which are greatly influenced by environment.

i.

ii.

iii.

iv

v.

Respond with True or False in the spaces provided after reading the following items.

a.   Environmental factors can affect development in a negative way only.

b.   Environment has very great influence on those aspects of development which are learnt.

c.   Environment cannot affect physical development.

d.   The family has the most long lasting influence on a person's development.

ASSIGNMENT
1.   Explain the meaning of heredity and environment.
2.   Explain the relationships between heredity and environment
3.   Specify the two broad types of inheritance.
      (a)
      (b)   . .
4.   Explain in a few sentences how heredity makes individuals different.
5.   What traits are inherited or strongly influenced by heredity. Mention at least 5 examples.
6.   List 4 environmental factors that affect growth and development.
7.   What aspects of development are greatly influenced by environment? Name 4, Write one sentence explaining why.

SUMMARY
In this unit we have discussed the influence that heredity and environment have on growth and development. We have defined heredity and environment. While heredity constitutes everything which we inherit from parents, environment means everything which influences the individual after the moment of conception. Therefore, both heredity and environment influence all aspects of development and contribute towards individual differences.

This statement notwithstanding there are specific traits which are very much under the influence of heredity, since we inherit species specific traits or traits common to all members of the human race we can say that heredity controls those traits. Heredity contributes to individual differences through gene action and sex of the child.
Heredity greatly influences the traits on which individuals vary including:-
i.   intelligence
ii.   disorder
iii. physical features
iv.   blood type
v.   sex related traits e.g. baldness
vi.   rate of development.

Some of the major environmental influences which we will continue to discuss throughout the course can be seen in the following factors. These are:
i.   the factors in the womb
ii.   the people among whom the child develops especially the family and peers or mates,
iii, the institutions such as school, the religious institutions e.g. church and mosque as well as the media,
iv.   the physical environment (through healthy and sanitary condition facilities to stimulate learning and various forms of development).

Among those   aspects of development, which are much influenced by environment are:
i.   physical development
ii.   language competence
iii.   social relationship and skills
iv.   motor skills
v.   intellectual ability.
vi.   moral judgment and values.

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MODULE FOUR: EDUCATIONAL PSYCHOLOGY II

(Human Learning)

UNIT 1:   CONCEPT AND TYPES OF LEARNING

INTRODUCTION

Man possesses the ability to learn. Indeed, it can be said that his survival as a living being depends on it. Learning enables man to acquire the skills with which he can adapt to and even change his environment. Learning is a continuous process in the sense that it starts from the womb and does not cease or stop until one goes to the tomb or grave. It matters little whether we are dealing with the fetus movement in the mother's womb, a child's early efforts at walking, talking, playing with objects, or the adult's desire to gain the kinds of knowledge that will enable him function effectively in human society - all of these represent forms of learning. The important point is that something is happening to the individual who, one way or another, will affect his subsequent responses to human ideas and activities.

Learning does not, however, occur on its own. It comes up through interaction with another person or things. It may be intended or spontaneous. Whichever way it comes, it is taken for granted that there is a teacher. In this sense, it may be said that everyone is a teacher, at one time or another. Teaching takes various forms. It can take the form in which an individual, who because he possesses special knowledge, appears before a class to present such knowledge. On the other hand, we can have a situation in which an individual attempts to influence another to adopt his skill, belief, or attitude.

Since learning is related to teaching it will be useful for us to examine both ideas and reach important conclusions from such an exercise. This unit therefore intends to achieve this purpose.

OBJECTIVES

By the end of this unit, you should be able to:
1.   discuss the concept of learning;
2.   differentiate between various forms of learning;
3.   discuss the concept of teaching;
4.   mention at least 4 functions of the teacher;
5.   discuss the relationship between learning and teaching;
6.   list *5* lessons you have learnt from the unit; and
7.   write three sentences about how you intend to function as a teacher after your training.

HOW TO STUDY THIS UNIT
1.   It is very important for you to read the introduction.
2.   Second, get familiar with the unit, noting the important ideas. Be sure that you use a dictionary o help you know the meaning of unusual terms.
3.   Next, study the unit again, adopting a step by step approach. Change all the subheadings IN THE TEXT into questions while you read again.
    4. Attempt all the activities. You can do some of them as you read along. Do those immediately.

Other activities may require more time and can be done at your
convenience. In order to gain excitement, do them soon.

CHECK THE ANSWERS TO THE ACTIVITIES ASSIGNMENT AT THE END OF THIS BOOK.
WORD STUDY

Adolescent	-	a person between the ages of 11 and 18 years.
Affective	-	instructional objectives that stress attitudes, feelings, and values.
Capacity	-	an ability in a person that is not yet developed.
Characteristics	-	different qualities of an individual.
Elements	-	bits or parts of a subject or task.
Emotion	-	'It is a state of agitation in man which makes the person to react in a particular way in a specific situation. The person may express this strong feeling in terms of elation/joy, fear, sorrow, worry, disgust or hatred, tenderness, kindness, sympathy, love, anger, sexual desire etc.
Inference	-	conclusion that is made from what somebody says or does.
Interaction	-	relationship between a teacher and his learner in terms of the mutual effect of what the teacher teaches on what the learner learns, or the in what the teacher teaches.
Memorization	-	committing words or formulae or laws to memory i.e. 'rote learning' or learning by 'heart'.
Reflex	-	a response that comes naturally, i.e., it is not learned. It is a spontaneous effortless response.
Reinforcement		- that which happens to a learner and ensures the repeat of desirable behaviour.
Systematic		- that which is planned and orderly or sequential.

THE CONCEPT OF LEARNING
We are already familiar with what is involved in learning in the introduction to this unit. We indicated that when a person is engaged in a form of direct activity or another or finds himself being influenced by external ideas and attitudes, he is learning.

Learning may not always be directly observable. For example, there are instances when we can conclude that someone has learnt only by interacting with the person. An analysis of that person's statements, emotions, and feelings becomes the basis for reaching such a conclusion. A major feature of the learning activity is that it results in the modification of existing behaviour patterns in a way which affects future performance or attitudes. Unless this quality is present, we cannot validly say that learning has taken place. This view of learning does not take certain kinds of reactions such as reflex action into account Reflex is, first and foremost, a protective device that helps to ensure the survival of the human being.

One of the most important qualities possessed by man is the ability to learn. Psychologists usually say that the human mind is exceptionally plastic, i.e. it is in a state that it can receive several influences. The ability to learn in varied situations is what marks the difference between man and other animals. It is doubtful whether the unusual progress which man has made over the years would have been possible without this ability.

You will notice that thus far, we have avoided the definition of learning. This is deliberate, as we believe that it is more helpful to understand what is involved in an idea before saying exactly what we think it is. Now that we all have been introduced to learning, nothing stops each of us from giving his or her own definition of learning. As a guide, let us provide an acceptable definition:

Learning is basically a process of adapting to and improving the environment.
What is learned can be measured either by those things that we observe in the behaviour of the individual or those that can be inferred. There is continuity in learning and it builds on experience and practice.

Not all learning is desirable. There have been instances in the history of our nation when people have acquired new forms of behaviour that have negative consequences on the society. For instance, since the end of the Nigerian civil war, many people have perfected ways of robbing their fellow citizens of their belongings. This tendency has clearly been learnt but it is not a desirable form of learning.

ACTIVITY I
From what has been discussed in this section, write "Yes" or "No" in the spaces provided after each statement below:

1.   a) Man possesses the ability to learn. _____
        b) Learning takes place from womb to tomb. _____
        c) Learning occurs only when one interacts with another person or thing.
        d) Learning takes place when one is engaged in one form of activity or the other. _____
        e) Learning occurs when external ideas and attitudes influence one's
        behaviour. _____
        f) Learning leads to the modification of behaviour. _____

2.   Please select which one of the following definitions best represents what
        learning is by putting a circle round one of the letters a to d.
        a.   Learning is an activity which is undertaken by all living things;
        b.   Learning is a process of adapting to and improving one's environment;
        c.   Learning represents those activities of man which can directly be observed;
        d.   Learning is a process in which man uses his reflexes to solve his problems.
3.   Underline the correct answer out of the four alternatives (a) to (d) provided below e.g. if your
        answer is (a) then you underline (a) i.e.
        Which of the following qualities possessed by man makes it possible for him to learn several
        things?
        a.   emotional disposition;
        b.   the tendency for man to be influenced by external ideas;
        c.   his make-up is such that he can readily be influenced by others;
        d.   the tendency for man to modify his behaviour readily.

TYPES OF LEARNING

Human learning can take many forms. At this level, we are not expected to be familiar with all these forms. The types which we wish to consider are those that are very necessary for our functioning as teachers. These are:

a.   Simple versus complex learning;
b.   whole versus part learning;
c.   rote versus discovery learning.

a.   Simple versus Complex Learning

Learning can be simple. This approach builds on the assumption that human learning must take into account the stage of development of the learner. Everyday experience teaches us that the younger a child is, the simpler the skills and ideas which we should expect him to master. Simplicity in learning means that we should build the necessary foundation for more demanding learning tasks. It should be obvious to us that it would be fruitless teaching a two-year old child how to read before he learns the alphabets of a given language. He would be too young for this kind of activity.

For instance, a mother teaches a child how to exchange greetings with others or to keep his finger clean. By a process of imitation, the desirable behaviour is acquired. Simple learning does not require the learner to use learned information for the solution of a given problem.

On the other hand, learning can take a complex form. In such a case, the learner is required to build on previously acquired knowledge in performing subsequent tasks. With practice, it is possible for someone to move from simple sentences to the construction of compound and complex ones. Complex learning also involves the utilization of a learned method in the solution of problems of a similar nature. The learning of mathematics is based on the assumption that when the child understands the tasks involved in addition, subtraction, multiplication, and division, he naturally has a good chance of coping with more complex mathematics e.g. the use of 'BODMAS' i.e. (Bracket, of, division, multiplication, addition, subtraction) in solving some more complex problems in Arithmetic.

b.   Whole versus Part Learning

 Among teachers, there are those who believe that learning proceeds better if the learner adopts a step- by-step approach. This is in line with the argument by some scholars (see relationship between learning and teaching under the introduction section) that each subject matter or learning task contains certain elements which need to be understood before any meaning can be gained from the subject or task. In grammar, their position is that words should be learnt before sentences, sentences before paragraphs, etc. In this instance, even common sense would dictate this approach. It is in the interest of the learner since, during recall, the learner has a greater chance than when his mind is crammed with information. The merit of this kind of learning is that it gives ample opportunity to a learner to clear areas of difficulty before proceeding to other areas.

Take the study of poetry, the serving of a ball in the game of lawn tennis, or the memorization of a scientific law. None of these activities can be under taken in bits without some loss in terms of the ability

to perform the task. Among the advocates of this method, learning involves looking for a relationship between units and subunits of each given task.

c.   Rote Versus Discovery Learning

Rote learning refers to the tendency for learners to commit different kinds of learning and information to memory. No attempt is made to establish a relationship between one fact and another. What then follows is a repetition of the ideas when there is an examination or another activity that calls for the reproduction of facts. With the passage of time, this kind of learning is easily forgotten. Rote learning often occurs when there is over-emphasis on the recitation of facts as a way of indicating brightness. It so happens that children, out of a desire to meet the expectations of adults, learn poems and stories by heart. In secondary school, adolescents may also display special ability in memorizing scientific laws and principles. However, many of these children and adolescents are incapable of solving the simplest task requiring independent reasoning. This kind of learning is not very efficient because it does not prepare the learner to utilize present knowledge in the performance of subsequent and more demanding tasks. If a student is required to name some of the minerals available in Nigeria and the answer takes this form: "coke, fanta and ginger," it becomes obvious to the teacher that the student has not been able to go beyond the initial and specific meaning of mineral that he was taught. More meaningful type of learning would have indicated that the word may have another meaning that has no bearing to what was previously learnt.

In contrast, there is the discovery method of learning. The method encourages learners to look beyond the available facts, endeavour to understand the relationship between one idea and another, and to attempt to relate new ideas to what had been learnt in the past. The important consideration in discovery learning is that the learner ensures that each new information provided, makes some meaning to him. The discovery method advocates that instead of a learner, for instance, memorizing Newton's Law of gravity, he should be engaged in kinds of activities which would lead him into establishing such a law through observation. In this case, an experiment using objects that are thrown up will quickly show that there is a tendency for such objects to come back to earth. Another advantage of discovery is that it helps to develop the ability to reason logically in adolescents particularly and other groups of learners in general. A final point to be made for discovery learning is that the encouragement of students to search for knowledge by themselves brings added interest to the learning activity.

ACTIVITY IIV

Write "True" or "False" or "Cannot Tell" after each statement in the spaces provided.
A.   1. Simple learning takes into account the developmental stage of the learner as well as the nature of the material to be learnt. _____
    2. Complex learning merely calls for the repetition of ideas which are learned at one stage or another. _____
    3. Rote learning is superior to the discovery method of learning. _____

B. Three characteristics of the discovery method are:
1. inefficiency
2. encourages learners to look beyond stated facts.
3. arouses interest in learning. _____
4. encourages logical reasoning in learners_____

5. makes learners memorize information_____

THE CONCEPT OF TEACHING

Time was when the teacher was regarded as all-knowing and all-giving. His major task was then to transfer such knowledge or skill to those who needed to acquire it. Student activities were limited to their presence in class and reception of the ideas of the teacher. They were not supposed to make any meaningful contribution to the process of learning. New knowledge has compelled the teacher in our own time to abandon this idea of teaching. The result is that not many people persist in thinking of the teacher as a person who possesses unlimited knowledge and authority. Today's teacher recognizes that he is a learner just as much as the student. His role has thus shifted from that of a monopolist of ideas and skills to that of guidance of the learning activity. In this connection, the teacher serves as one who creates the necessary conditions that will make learning meaningful and pleasurable. He also provides leadership in the quest for knowing by not only providing available information to the learner but also developing in the latter the capacity to inquire into things and search for new ideas and approaches to the problems of life.

This concept of teaching sees the teacher as a mediator in learning, i.e. one who assists the learner to search for .and utilize information in ways which bring about observable benefits both to him and to the larger society.

Along with the changed thinking about the function of teaching, we also have had better understanding of who should teach. Not too long ago in this country, it was widely believed that teaching was an enterprise in which just anybody who had some ideas to impart could be engaged in. This feeling was strengthened with the fact that, in a sense, each human being is a teacher, capable of passing on information from one person to another. As convincing and appealing as this reasoning appears on the surface, it does not quite conform to the new way of looking at the task of teaching. If the teacher is regarded as a mediator in learning, it is logical to expect him to meet special requirements:

a.   He should understand the individual learner for who he serves as mediator (his physical, mental, emotional, social, and other characteristics);

b.   He should possess some idea of how knowledge can be derived, organised, and shared with the learner.

Functioning in this way requires relevant training. We feel certain that you will agree that this is why you are undergoing this experience. It is our hope that you will find it a useful one.

INDIVIDUAL VERSUS TEAM TEACHING

Among other possibilities, teaching can take one of the two forms outlined below:

Individual Teaching: This approach to teaching involves a single person who takes care of a group of learners. As already alluded to, he is expected to be knowledgeable about child psychology, the philosophy of education, curriculum planning, sociology of education, guidance and counselling, classroom arrangement and management etc. In addition to these, he ought to have studied a major teaching subject in detail. In the classroom, the teacher has a significant influence on the child because he not only guides learning activities but also effects policies which have been formulated by those outside the classroom whose responsibility it is to do so. In our own circumstance, success of the new system of

education, which is embodied in the National Policy on Education, will depend to a large extent on the effectiveness of the classroom teacher.

The individual teacher is expected to relate intimately to his learners and endeavour as much as possible to understand their strong points and weaknesses. His, is a difficult task of ensuring that he does not pay undue attention to the 'able' students and in the process neglect the 'weak' ones.

Apart from the direct task of guiding the learning activities of children, the individual teacher acts as a friend, a 'caretaker' parent, a nurse, a psychologist, a counsellor, and a source of inspiration to all learners. It is not in the interest of our profession for a teacher to make a child feel that he is not wanted in the class. We must avoid any tendency to behave in this way.

Team Teaching: Quite often, teachers adopt this approach for greater efficiency in the "job". The assumption here is that no one person possesses all the knowledge and ski1ls that a child requires. As the popular saying goes,"two heads are better than one".

The team-teaching approach is particularly useful when the subject-matter to be learned by students can be looked at from several dimensions. For instance, in a history lesson on the Nigerian civil war there may be differences among teachers in terms of how they assess the roles played by leading figures. The involvement of two or more people may lead to a more balanced presentation of what might have happened.

Team-teaching also adds colour to learning and arouses the interest of children. The style of teaching of one person would obviously not be the same as the other. Each person will have his style of presenting ideas and engaging in non- verbal communication with learners. Where the possibility existed of one person being dull, and monotonous, the other person or persons have a chance or chances of reversing the direction of the teaching-learning encounter.

In addition to what has been said above, team-teaching offers the possibility of a more balanced evaluation of the outcomes of learning. This is based on the fact that judgment which comes out of the assessment of two or more people may be a more valid reflection of learning ability than that conducted by one person.

FUNCTIONS OF THE TEACHER

- The first significant job of the teacher is to plan what to teach, how to teach it and the manner in which the outcome of teaching is going to be measured. Related to this is the issue of developing the ability to inquire and experiment with ideas in the minds of learners. It is needless for us to have a group of boys and girls who do no more than absorb whatever the teacher provides.
- A second major function of the teacher is that he estimates the educational needs of each individual. This means that in the process of interacting with the learner, the teacher should be able to determine what the student can do, with a view to deciding what the person is going to have to do. Whether it is in Mathematics, Physics, English, History, etc. a major expectation of a teacher is that he will be able to anticipate students' difficulties and undertake some remedial work.
- A third function of the teacher is to establish the proper climate for learning to take place. In order to be able to do this, there must be indication that the teacher accepts the learner for what he is

worth. Respect, warmth, love and sincerity - these are qualities which the teacher must bring to his relationship with the learner. The teacher should not ridicule any person in his class.

- The teacher is also expected to maintain some contact with the home of each learner and even with the larger community. He should show interest in appreciating the social circumstances of children place in his care. The importance of this comes from the fact that it is not always appreciated that inability to learn may be linked to causes that have no direct relationship with classroom work. Poor learning, for instance, may be as a result of hunger, emotional stress, or poor health.

- Evaluation (determining how well the learner has profited from the learning activity) is a major function of the teacher. Evaluation is useful to the teacher because he can utilize its outcome in two major ways.
    i. He is able to give the student some idea of the progress that he has made and what aspects of school work require further time and effort.
    ii. He uses the results of evaluation to determine the extent to which he has been able to achieve the objectives of education and what aspects of classroom work call for remedial work.

The teacher serves as a motivator of learning. The ability of the student to learn is, to a large extent, dependent on what the teacher does to arouse his interest in school work and to bring him to appreciate the importance of education as a human activity. The job of motivating learners implies that the teacher has some understanding of individual differences in the physical and psychological make-up of human beings. This ability makes it possible for him to recognise that some learners are slow in benefiting from ideas and skills while others are fast.

The development of positive values in the students is a significant aspect of the work of the teacher. In school, students are supposed to be led into such values that encourage respect for elders and authority, co-operation, regard for beauty, good citizenship, creativity, and all the qualities that work toward the good of the human society.

INNOVATIONS IN TEACHING
Teachers have not just persisted in the traditional way of doing things. Like those in every other human activity, they have tried to evolve new more helpful ways of educating the young. An obvious benefit to the classroom is that new methods are time and energy saving both to the teacher and the learner. In a lesson like this, we shall not be able to touch on all the innovations that have been made in teaching. Our interest will therefore be limited to those that have had the greatest effect.

Programmed Learning: This is also known as programmed Instruction. Credit for this approach to learning goes to a famous psychologist known as Skinner, who was one of the earliest persons to study the process of human learning in a systematic manner.

Programmed Instruction arranges learning in such a way that small units of subject-matter are organised in a logical sequence, thus enabling each individual to proceed at his own pace. The idea is to ensure that a high degree of success goes with the activity of learning. Each small unit is followed by an activity which the learner is expected to perform. The activity may take the form of a question. The learner is required to perform the activity satisfactorily. Programmed learning provides correct answers to questions

in each unit which the learner can easily refer to in order to ascertain the correctness of his efforts. In so doing, the learner receives immediate reinforcement for what he does right. It may interest you to learn that the lessons that we present to you (as Distance learners) are patterned according to the principles of Programmed learning.

Teaching Machines: The teaching machine operates along the lines of programmed learning. However, it is not yet widely used in this country. Basically, the teaching machine presents ideas in bits. The student is supposed to work on one of these ideas at a time. After studying a unit, the learner is supposed to print an answer to a question at a point that is shown on the machine. Another device indicates whether or not the response is correct. If the proper response has been given, the student is advised to go on to another bit of work. On the other hand, he can be instructed to return to what he had done before in order to ensure correctness. With a teaching machine, information that a response is right encourages the learner to make further effort.

Independent Study: This method of teaching involves the preparation of assignments for an individual or a small group of individuals. Usually, the student receives no instructions from the teacher. He uses his initiative and spirit of inquiry and creativity to approach the problem that has been presented to him. So much joy comes out of being able to provide a solution to a problem without receiving any cues from the teacher.

Multi-media Teaching: In recent times, the organs or mass communication - the newspaper, radio, and television - have begun to serve a new function, which is that of providing education at costs that many can afford. Because these organs have large audiences, they can be used to reach people who ordinarily cannot be effectively served by the conventional school. With the mass media, the concept of the school as a building in which learning activities are arranged in the presence of a teacher has now changed to include the kind of learning which a teacher organises for people that he may never see. The mass media have revolutionized education and raised the hope that learning experiences can be organised for those who require them at any time and in every place.

A significant benefit of mass media education is that one teacher can reach many more learners than he would otherwise do if he were operating in a conventional classroom. You are fortunate to be among the beneficiaries of this new method of delivering educational experiences to several people across the nation. This is because, as you are already aware, the package which the National teachers' Institute prepares for you is based on the idea that we have just described.

ACTIVITY III

Write "True" or "False" or "Cannot Tell (CT)" after each statement in the spaces provided.
1. The modern idea of the teacher is that he is a man who knows all that there is in the world. _____
2. It is a true statement that teaching is an affair for all human beings. _____
3. Individual teaching provides for variety of styles in the classroom. _____
4. Team-teaching eliminates the monotony that often goes with individual teaching. _____

5.   A major function of the teacher is to decide what and how to teach.
6.   A good teacher is expected to maintain good relationship with the learner, in and   out of the classroom. _____
7.   Evaluation is used to decide whether certain children should not come to school.
8.   In programmed learning, the learner has the opportunity to pursue learning at his own pace. _____
9.   The mass media are not useful in education because they lower the standard of education.
10.   Knowledge of innovations in education helps the teacher to understand the means by which he can function better. _____

RELATIONSHIP BETWEEN LEARNING AND TEACHING

As we have indicated in the introductory part of this unit, there is a strong relationship between teaching and learning. One of the activities cannot be effectively carried out without the other. We can safely say that both are bound together in the same way that the egg is bound to a hen. In this kind of situation, it is always difficult to suggest which one comes before the other.

In order to organise learning activities effectively, a teacher has to understand 'how' and 'why' people learn. It is not enough gathering children in an enclosure in the name of teaching them. There must be a conscious effort to learn about the conditions that favour the teaching of individuals. In the world of today, the teacher has in one way or the other to be guided by scientific findings regarding the nature of children, their development and capabilities for learning and how they can be guided into becoming very useful citizens. Ideas that perform these functions are generally referred to as theories of learning. In order to achieve clarity we shall briefly consider what a theory is and what its role in learning and teaching is.

The Meaning of Theory: In carrying out their everyday functions, teachers serve as scientists in their classrooms. They engage in observations about the effect of what they do on their children. They may notice that while some learners quickly and enthusiastically respond to what is being done in class, others appear to be uninterested. Some children read fast, others are extremely slow. Also among them, there are those who are co-operative and friendly while quite a number of others are withdrawn and tend to be easily upset. These are instances of observations which a careful and dutiful teacher can make in the course of his work. Concern about learner behaviour may lead the teacher into making some notes on his experiences. For every behaviour observed, he will attempt to provide an explanation. There is no guarantee that he will succeed in providing the correct explanation for each observation. However, the mere fact of providing various explanations is part of theory building.

The next step would be to classify the information that has been gotten in terms of their similarity. Suppose it is observed that particular children in class tend to perform poorly, this becomes a source of worry to the teacher. He then tries to look for possible explanations. First, he may observe that such children read poorly. Second, they may also come from very poor homes. Third, they may have very few educated adults around them. Fourth, there may not be any books, newspapers or radio sets around them. Each of these becomes a possible cause of poor achievement in class. If the teacher puts all of these together and tests them several times, and compares notes with others in the field, he is on the way to the construction of a theory. From the foregoing, you should be in a position to attempt to say what a theory is. In order to focus our minds properly and guide you, we can say the following: theory is a set of statements that are used to explain observations that are made by curious human beings.

Not every theory is useful. For instance, we have an account of monks, who many years ago, spent valuable time in speculating on why the horse found it impossible to pass through the eye of a needle. Needless to say that nothing came out of this sort of inquiry. In order to be considered useful, a theory should have the following qualities:

a. It must help teachers understand what is involved in human learning. For instance, it should explain individual differences, motivation, level of achievement, etc.

b. It should take us beyond popular understanding of the conditions that affect learning. In other words, it should offer reasonable, reliable and scientific explanations about factors that influence learning.

c. A good theory should enable us to predict (in a reasonable sense) what are likely to be the outcomes of our learning activities.

Generally, there are two broad theories of learning. One of them is the Stimulus-Response (S-R); the other is Cognitive theory of learning. Each of these broad categories has a number of variations within it. However, the differences are not so significant as to warrant our separating them.

S-R learning theory is associated with names such as Pavlov, Skinner, Thorndike, and Watson. Advocates of S-R learning see learning as a process ofestab1ihing a connection or association between a stimulus and a response. For instance, if I teach a child to say "Good morning" to an elder early in the day S-R learning believes that I have succeeded in establishing a relationship between the stimulus in this case, the sight of an elder and the response (which is the greeting). On the other hand Cognitive learning theorists such as Kohler, Kofka, Wertheiner, Lawin, Bruner, and Piaget, believe that when an individual is faced with a problem, that person uses previous experience to interpret aspects of the problem. After studying the circumstances in which the problem occurs, he then decides on the best line of action. Suppose you have just purchased a music set unfortunately, you misplaced the handbook that went with the set or you do not even understand the procedure for setting up the equipment. Initially, you are confused, you pause for a while. Then you go back to the problem and try connecting the wires. Your effort then pays and you experience a feeling of satisfaction. According to cognitive theory, the solution to the problem would have come after you examined the puzzling situation and came out with the most likely approach. This is response to pattern, to various aspects of the problem.

We will treat each of these theories, in some detail in a subsequent Unit. Presently the important idea in this section is that the work of teaching is guided, to a large extent, on the theoretical approach that the teacher brings to learning. None of the theories exists in pure form. There are elements of cognitive behaviour in S-R learning just as there are those of S-R behaviour in cognitive learning. We must bear this in mind as we approach our work of teaching.

ACTIVITY IV

1. From the content of this lesson, which of these statements comes nearest to the correct one? Tick to indicate the answer.
    a. Teaching and learning are related in such a way that no one can say which one comes before the other.
    b. Even without teaching, a child can learn whatever he wishes to learn.

c. Teaching can be done without bothering about how people learn.

d. Good teaching can be done by just anybody.

2. Select the missing words from the list of words.

a. In doing their work, teacher's function the way _____ do.

i. biologists

ii. artists

iii. social scientists

iv. Industrialists

b. A theory is a set of statements that are used to explain

about human beings.

i. inquiries

ii. observations

iii. good qualities

iv. illness.

c. A good theory should tell us what are likely to be the of learning.

i. poor results

ii. weaknesses

iii. handicaps

iv. outcomes

IMPLICATIONS

Lessons from the study of learning and Teaching

A number of lessons emerge from our study of the relationship between learning and teaching. It is important to note these lessons and let them guide you in studying subsequent units and in your functioning as a teacher.

- One important lesson that we have got is that learning is very necessary for human beings. It is the ability to engage in varied ideas and activities that distinguishes man from all other animals. It is desirable that we support all efforts that human beings make to learn, whether the learners be children, adolescents or, adults.

- We have seen that learning can be of different types. It is the objective which a teacher has in mind that determines the nature of learning which will be appropriate. Learning should be arranged with the age and experience of the learners in mind.

- There are situations in which children can be encouraged to memorize: Generally however, people learn better when they ask questions about the experiences which they acquire and also try to look for relationships between one fact and another. In doing our work, let us encourage our learners to develop the ability to ask questions, search for meaning in what they do, and reach their own conclusions.

- The teacher's role is to guide the process of learning and make it pleasurable. This means that he should make special effort to understand the nature of learning and those conditions that result in very effective learning. Teaching can be done in various ways. The teacher is encouraged, to vary his style of doing things so that he can ensure that children retain their interest in what goes on in class.

- Within the classroom and outside, the teacher has several functions to perform. We advise that you take these functions seriously and endeavour to judge your teaching by how closely you are doing

these things. The teacher should serve as a model in terms of looking for new ideas, acquiring desirable values and caring for the well-being of others.

- We have also seen that new ways of functioning are being introduced. It is in our best interest to keep abreast of these changes. Our job will become more exciting when we can approach it from many angles.

ACTIVITY V

Indicate whether the statements below are "True" or "False". Use the space beside the statement to write your answer.

1. Children should never ask questions in class. _____

2. The teacher ought to make learning as pleasurable as possible. _____

3. Variation of the teacher's style can ensure that children are interested in learning.

4. The teacher needs to learn about new methods of functioning in order to teach better. _____

5. It serves no point for the teacher to worry about the age and experience of the learner. _____

6. The method of teaching to be adopted in class is often a matter of what is being taught. _____

ASSIGNMENT

1. While leaching, draw up a list of the factors which you consider would influence the learning habits and developments of skills of your students. Provide an explanation for your observation.

2. Explain five important lessons which you have learnt from this unit.

3. Enumerate the methods of teaching which you have learnt from this unit. Can you add more on your own? What are the advantages of the additional methods you have listed?

4. Write an essay of not more than a page of your own idea of what teacher of what teachers in Nigeria should be

SUMMARY

- Learning is an important activity of man. It starts from the womb, continues from birth at home gradually and becomes more concrete and richer when one goes to school. Finally, learning ceases only when one dies or goes to the tomb or grave. Learning is therefore a continuous process.

- Learning represents a search for new ways of doing things such that the human being can make better adjustments to the demands of his environment. Not all learning is desirable.

- Learning can take any of the following forms:
  a. simple versus complex.
  b. whole versus part.
  c. rote versus discovery.

- Teaching is seen today as
  a. guidance of learning activities
  b, assisting the learner to develop a sense of curiosity, imagination, and   creativity.
  c. understanding the conditions that promote learning by human beings.

d: an activity which can be carried by an individual or a team of experts in a particular field.
• The teacher in modern time is:
   a. a planner and user of curriculum;
   b. a diagnoser who estimates and provides the learning needs of students;
   c. an anticipator of student difficulties who also does remedial work;
   d. someone who establishes a warm climate for learning;
   e. a friend to the learners;
   f. a person who cares about the outcomes of learning;
   g. an individual who develops positive values in learners.

- Innovations in teaching have taken the form of
   a. Programmed learning.
   c. Team teaching.
   c. Independent study.
   d. Machine teaching.
   e. Multi-media teaching.

- Meaningful teaching is guided by knowledge of theories of learning. A good theory collects information about learning, organises it, and makes it useable.
• Learning theories are categorized into two - Stimulus-Response and Cognitive theories. S-R learning sees a relationship between a Stimulus and the response which it produces. Cognitive theory sees learning as the use of insight in the solution of problems.

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UNIT 2:   FACTORS AFFECTING LEARNING

INTRODUCTION

Three important factors are associated with formal learning in the school. These are the pupils, the teacher and the class environment. In this second unit, we shall examine how each of them influences the process of learning. You may raise the question: "Why should we worry about what the pupils and teacher do in school ?" You may even go further to wonder whether learning will not go on irrespective of what the teacher and his learners do. You may also question the necessity for us to worry about the environment in which learning takes place. These worries are natural and understandable. However, we hope that by the time we are through with this unit, you will be able to appreciate our concern for these factors that are involved in learning.

We attach great importance to the learner because without him, there will be no learning. In its everyday functioning, the school has in mind the all-round development of the learner. This entails paying attention to the physical, intellectual; social and emotional aspects of the individual's life. Experiences are provided which should meet the various needs which we have just mentioned. Whether the individual achieves the desired goal is dependent upon the disposition of the learner, the way he interprets his work in school, etc. A detailed examination of the qualities of the learner which can affect the teaching-learning exercise is one of the aims of this unit.

In the last unit, we understood that learning does not take place in a vacuum. There is somebody who possesses knowledge, who has the correct disposition and who takes interest in ensuring that learning goes on with minimum difficulty. This person is the teacher. Among us, there is a saying that a nation cannot rise beyond the level of its teachers. How well or how badly teaching is done is therefore an important factor that determines the quality of education in this country. In this unit, we also intend to look at those things which the teacher can do in order to achieve the objectives which have been outlined for the school in our National Policy on Education.

 The third tripod on which learning sits, so to speak, is the learning environment. We do not intend to go into the details concerning all aspects of the learning environment. As a result, we shall confine ourselves to what happens within the classroom. Let us bear in mind that the classroom is but part of the larger environment for learning which includes the home, the larger community etc. In this unit, what we intend to do is to consider the kind of effect this significant part of the environment has on the learning activities of our pupils.

OBJECTIVES
By the end of this unit, you should be able to:
 1.   state the factors that affect learning;
 2.   discuss the characteristics associated with the learner;
 3.   discuss at least your characteristics associated with the teacher;
 4.   discuss the importance of the classroom environment for learning; and
 5.   list at least four major lessons that you have learnt from the unit.

INSTRUCTIONS
1. Please read the introduction carefully, noting the emphasis placed on each of those factors.
2. Read through the unit once. Note the important ideas and make sure that you look up the unfamiliar words in the dictionary.
3. Go back and study the unit, step by step as arranged. Change all the subheadings IN THE TEXT into questions as you re-read.
   4. Attempt all the activities. Some activities can be done when you are reading. Do those immediately. Those other activities that involve much more than you can do immediately must be done soon but at a convenient time.

**CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS
AT THE END OF THIS BOOK.**

WORD STUDY

Diagnosis: estimating the needs of children for learning by finding out weaknesses and strength in learning situations.

Perceive: look at something in one's own way

Imprint: the sum total of the child's experiences which have made marks or impression on the child's mind.

Stimulation: the experiences which a child receives from people and objects in his environment which make that child behave in a particular way. It is a kind of arousal.

Linguistic: systematic way of knowing about the structure and acquisition of language. It also involves one's ability to establish relationship between one form of communication or the other.

Translates: results to another thing (in this case love).

LEARNING CHARACTERISTICS

Observation and analysis of several findings have indicated to us that each human being possesses a number of qualities that make him different from others. If you look at a two year old boy, you may find that he is calm, he enjoys the company of others, and he is healthy. Another child may appear to be easily annoyed, easily frightened, and may avoid the company of people. It is clear that these two children are different in terms of their everyday functioning. Depending on what happens later to them, they bring this sort of background with them from home to the school. Other influences would also have affected them to make us conclude that each of them possess qualities that are strikingly different from the other. It is these qualities which collectively shape the individual's personality and go on to determine the kind of attitude the person will adopt towards schooling. In this section we wish to consider some specific individual qualities that affect learning. These are age, self-concept, family circumstances, peer group, and level of ability. We now take them one after another.

LEVEL OF ABILITY OF THE LEARNER

Each learner in the class possesses a given level of ability. This factor can be expressed in various ways - interests, aptitudes, achievement, etc. When measurements of these traits are obtained, they become the basis for assigning an individual to one group or another.

Several other elements work together to determine the nature of the ability which an individual has. Among the popular ones is the wide spread belief that ability is, to a considerable extent, inherited. This informs the somewhat unsolicited advice to a gentleman or lady in search of a marriage partner to pay some attention to the level of intelligence of each individual's parents. The implication of this way of looking at the issue is that a person who is generally thought to be bright is not likely to beget a dull person. Conversely, a dull individual can mainly give birth to a dull offspring. On the face of it, this sort of argument appears convincing but there is more to it than can be readily seen.

ACTIVITY I
1. List five **(5)** characteristics that can affect how such learn:
2. Read each of the following statements and write "True 'or "Fa1se"in the spaces provided.
    (a) A six year old child in primary one always reasons like a six year old
    (b) The boy who was first in your class can accurately estimate his ability
    (c) The home, the type of food eaten and friends can influence how your pupils learn
    (d) Learning styles, intelligence and previous experiences cannot affect how pupils learn if they have an excellent teacher
    (e) What other people think about a child has no effect on that child's learning.

TEACHER CHARACTERISTICS

We have already made the point that the most important of all the factors that go with learning is the learner himself. We have also gone ahead to explain why we place much emphasis on the learner. Even so, we also pointed out that learning does not occur in a vacuum and in so doing established a link between the activity and that of teaching. In a straightforward sense, the duty of the teacher is to teach. Teaching in itself implies not the mindless "telling" of information, but the ability to plan, and present learning experiences in such a manner that they affect the behaviour of the learner in a positive sense. In order to be able to teach effectively, you need to know the required qualities. Each professional needs a set of characteristics; we intend to consider some of what teachers should possess. The qualities which we have in mind are (a) knowledge of subject-matter; (b) method of teaching; (c) personal characteristics of the teacher; (d) ability to be willing and continue to learn. We shall now consider each of them.

(a) KNOWLEDGE OF SUBJECT-MATTER
Professional teachers have often been criticised for paying attention to the 'how' of teaching and ignoring the 'what' of their function. While this criticism often lacks grounds, it is important to stress the necessity to strike a balance between what should be taught and how it should be taught. This is because both inputs are strong factors in determining the quality of a teacher's products. We will then first start with the 'what' and reserve the other consideration for the next section.

We cannot over-stress the point that the teacher should have a certain degree of mastery over what he teaches. Such knowledge enhances his self-concept and ensures that children and adolescents spend their time in school in a worthwhile manner.

There is an obvious tendency for learners to look with disdain and contempt on teachers who display some uncertainty as to what knowledge they are meant to be imparting to those in school. Sometimes, such disregard is expressed in the form of jeering and walk-outs, or even refusal to come to school (especially when such a teacher takes charge of a single class).

To be able to do this, he has to show understanding of the stage of development of the learner, make decisions as to what aspects of a subject should be presented to the class and at what pace. He should be able to recognise that the class is a mixed group, each individual learner having a different background and experiences associated with it. What therefore is presented to the group, at whatever level of education, should appeal to both the brightest and the slowest learner. The ultimate aim of every good teacher should be that, at the end of the day, he can look back to the extent to which he has been able to raise the level of intellectual functioning of the learner.

(b)   METHOD OF TEACHING

As we indicated in the previous section, knowledge of subject matter is not enough for a person to be an effective teacher. Organisation of learning experiences involves familiarity with the methods by which these experiences could be delivered. Studies which have been done by several scholars indicate that education has acquired the character of science. Part of what is involved in being a science is that it has a body of knowledge which its practitioners out to have. Secondly, there is a way of giving out that knowledge which we also expect that anyone involved in teaching should know. This implies that the, teacher is first expected to learn about the philosophy behind any subject which he teaches. He is expected to convince both himself and his learners that his subject area has usefulness and applications in real life.

(c)   PERSONAL CHARACTERISTICS OF THE TEACHER

The kind of attitude that the teacher brings toward teaching is important in the teaching-learning process. It is almost self-evident that one cannot do what he does not like well. It is important, therefore, for the teacher to love his job and the children or adolescents who he teaches. This is one way in which he can get the learners to believe in what he is doing and to have, regard for, him. Such regard translates into general love for the school and what it stands for we expect the teacher to show warmth, understanding, affection, and unconditional acceptance to all the children in his class. The teacher in class is like a parent to all the children.

The teacher is expected to remain close to those that he teaches. He should be interested in understanding their problems, in and out of the classroom. Where possible, he can contribute towards solving the students' problems by viable approaches that could be adopted. In relation to this aspect, he should be familiar with the way of life of the area in which his school is located. This will help him know those things he can do or say to the learners and those he ought not to do or say. Also, he must get acquainted to the customs, the mores, and total culture of the people. Knowledge of all these is a sure way for the teacher to make himself part of the community in which he serves.

We also expect the teacher to have some knowledge of classroom management. This in turn, comes out of an understanding of the various characteristics of children and adolescents. Human beings at this level are noisy and restless. Effective relationship with them calls for patience and appreciation of the problems that go with each phase of development.

The teacher should not express frustration; he should not abandon the approaches to classroom management which he has learnt and resort to the use of the cane as a means of checking the bad behaviour of his learners.

Another personal quality which a teacher is expected to have is a sense of responsibility. He should take his job seriously, by regarding it as a challenge and be committed to it. He should be able to predict the effect of his action or inactivity on the lives of several children. He should show example by coming to school regularly and on time. The teacher should also have a strong notion of what is good and what is not acceptable to the society. If he must affect the moral behaviour of those in his charge positively, he cannot escape having minimum levels of conduct.

The final point in this section is that the teacher should be healthy in appearance and inwardly. He must also dress properly and discharge his duties confidently. Never should he find himself looking pitiable haggard. Part of the regard that he earns from the class comes from his appearance and the total picture that he presents of himself. He should not under-estimate his importance or allow anybody else to do so.

(d)   RETAINING AN INTEREST IN LEARNING

The primary function of a teacher is instruction. His job is such that should encourage people to learn and even to add to the stock of knowledge. Children in a class are supposed to be inspired by the teacher to such an extent that they define various aspirations for themselves. If he should be able to achieve this objective, it follows that the teacher himself must be actively interested in the continued acquisition of knowledge. It is generally agreed that learning is a process which begins at birth and goes on until the end of an individual's life. On the basis of this, the teacher should not be content with his present level of attainment.

New ideas are usually contained in journals, magazines, books, newspapers, and newsletters. Of course, we do not discount the influence of radio and television on the mind of an individual. If a teacher fails to make use of these various influences, he will be functioning with a fixed stock of knowledge. He will be unable to know what new ideas there are not only in his own field but in the entire area of education. He will also be ignorant of new teaching methods which gradually emerge on the educational scene. All of these should make us see the necessity for us to be constantly engaged in the search for knowledge. Teachers who develop this ability find it a very rewarding experience.

ACTIVITY II
Complete the following sentences with the most appropriate word or words selected from the list below.
(a) Every teacher has ………………which can influence learning in class.
(b) To be able to teach well, a teacher should have sound……………….of the
(c) An important aspect of the method of instruction is the …………….of experiences.
(d) The ------------------ of a teacher enables him to relate well with the class.
(e) The interest of the teacher often makes him try to his knowledge.

Word list (personality, improve, study, subject, organisation, personal qualities, knowledge, learning)
2. State 2 ways in which the teacher's method of teaching is important in learning.

THE LEARNING ENVIRONMENT
As we indicated 'earlier, the learning activity of each child or adolescent rests on three tripods - the learner himself, the teacher and the environment in .which learning takes place. We have already

considered two of these factors. Our next objective is to examine the third one in order .to determine the lessons which we can learn from such an exercise.

For the purpose of this unit, we shall examine (a) the classroom, (6) the psychological environment, (c) the environment of the immediate community, and (d) the larger Nigerian society.

(a)   The Classroom
The physical setting for learning affects the learner. Within our own context, this is made up of the classroom, the library, laboratories, and other places where formal teaching is done. The setting must be attractive enough to make children wish to spend long hours' there. What we have presently in most of our primary and secondary schools do not meet these requirements: The typical village classroom is part of an unattractive building. The roof may still be in place or may have been blown off by wind. If the latter is the case, children are forced to study without being protected from the effects of the weather - rain, sun, and wind. This kind of situation in which the physical comfort of the children cannot be guaranteed is not ideal for learning.

Even when the roof to the building is intact, what we often have is a large hall which has been partitioned with plywood or some other substance. No mechanism exists to check the level of noise that filters from one room to another. Again, we' may find that in cases, where the teacher and his children share a single classroom, the appearance is dreary and uninspiring.

Usually, there is a chalkboard and some old charts that do not make any impression on the children. Besides, most of the children have to ferry their chairs and desks daily to and from their schools in order to ensure the safety of those resources. The picture that has been described can make learning such a painful activity as children do not feel drawn to such places.Unfortunately, this is the typical setting in which most Nigerian children receive their education. Our hope is that there may be a reversal of this situation in the near future.

(b)   THE PSYCHOLOGICAL ENVIRONMENT
When we mention the psychological environment for learning, we have in mind the kind of atmosphere which the teacher creates for interaction between him and his pupils. Studies have shown that learning will proceed smoothly and enthusiastically if pupils see the relationship between them and their teacher as non-threatening, warm and loving They should see themselves as participating actively in the process of learning and also in some decisions that affect them. This contrasts with a style in which the teacher shows no regard for the children, subjects them to abuse and ridicule, humiliates them, and even brutalises them thereby causing them physical harm. The latter style can only result in alienation from the teacher and dislike of schooling.

In order to be effective, the style of leadership will defend on the particular circumstance. There are moments when the teacher needs to be firm. For instance, if a child persists in doing the kind of thing that the teacher has indicated that he disapproves, there should be firmness in getting the child to move from such behaviour and conform to what is expected of him.

The psychological environment also has to do with the relationship between one learner and the other within the classroom. Children need to be taught the spirit of healthy competition, respect for others, and cooperativeness as important qualities which they require to be in school. Aggressiveness, temper tantrums, envy and jealousy cannot form the basis for a healthy environment within the school.

(c)   THE FAMILY AND COMMUNITY ENVIRONMENT

What happens outside the classroom also affects the process of learning. You will agree with the idea that the child's first school is his home. In that sense, the ideas and experiences that he gets from his father, his mother, and others who relate with him should help to advance the work of the school. A child's parents particularly are meant to play supportive roles to the school in terms of everyday care of the child and his education. They are supposed to show interest in what he does at school and how well he does them. In the case of educated parents, they can do some work which supplements that of the school. Actual experience indicates that it is not even every parent who is aware of this function. More than this, we find that the struggle for survival in our country often keeps a child's parents out of the home for considerable periods of time. The net effect is that they do not have the time to attend to the needs of the child for learning.

It is also common knowledge that very few parents own the kinds of resources which are required for good education of the child - radio and television sets, books, magazines, etc. With the worsening condition in our country, very few people can afford newspapers. The village or town in which a child lives may be far from having a library. Given this state of affairs, the child finds himself abandoned only to the work of the teacher in the classroom. In several situations, such work makes little allowance for the individual attention which a child is meant to receive during learning.

(d)   THE LARGER NIGERIAN SOCIETY

The social context in which teaching and learning are done is also an important issue that should be considered. As its primary role, the school exists to advance the intellectual performance of the child. In line with this, it organises experiences which should achieve this stated objective. However, one finds that the larger society emphasizes other values which do not sustain the work of the school. The young children get the impression through what local leaders say and do that it does not pay for one to go to school. Experience shows that some of the least paid workers also happen to be those who have the greatest record of schooling. People whose minds are not well developed get more money and recognition in the society than those who have theirs trained. This raises doubts in the minds of children who begin to wonder whether any point is made in going to school. The result is that a large number of young people either refuse to learn or dropout from school and take to other activities. The problem is a serious one, the solution to which would require hard and fast reasoning.

ACTIVITY III

1.   List two ways in which the environment can account for learning within the classroom.
2.   Complete the following sentences with the most appropriate word or words selected from the list below.
    a.   An unattractive physical environment cannot be for learning.

b. The relationship between a teacher and his pupil should not appear
    to children.
c. The teacher who abuses children runs the risk of from them.
d. The teacher needs to be fair and in taking charge of his pupils.
e. The psychological environment in the larger Nigerian society encourages learning.

Word list: exciting, conducive, appealing, threatening, being alienated, being
abused, firm, judicious, does not, would not, kind.

IMPLICATIONS
Lessons from the study of the Factors That Affect Learning.
As in the previous unit, there are lessons which come out of our study of the relationship between certain factors and learning. It is important to note these lessons and let them guide you in studying subsequent units and in your functioning as a teacher.

- We have learnt that the pupil, the teacher, and the environment are important factors in learning. The learner is the most important of these factors because without him there will be no learning to do. The teacher is important since he is the person who provides the learning experiences which the learner needs. The learning environment counts because it represents all the elements which act to affect the learner in one way or another. The teacher should take these factors into account in planning the learning experiences of children.

- Each learner brings his own kind of background to school. Such a background will be a strong factor that influences the attitude of child towards schooling. Important characteristics are the age of the learner, self-concept, family background, peer group influence, and level of ability of the learner. Teachers in the primary school can do their work with greater effectiveness if they take into account and show awareness of these variables that go with learning.

- The teacher is the person who directs learning. To be able to do so, he needs to have knowledge of subject-matter, good approach to teaching, love, respect for learners, and a lasting interest in adding to his stock of knowledge. The implication of this fact is that teachers have to work towards acquiring these abilities that are vital to the work of educating children.

- The learning environment consists of all other influences that affect the child's development. There are the classroom, the psychological environment, the family and community environment, and the larger Nigerian society. The important lesson is that teachers should endeavour to look at the effect of the environment on each child while designing activities for the learner.

ACTIVITY IV
1. The teacher is the person who directs learning. To do well, he must show the following abilities.
    (a)…………………………………….
    (b) ………………………………….
2. Two important considerations for the teacher in the classroom are: (Please select two)
    (a) knowledge of the background of the learner
    (b) seriousness while teaching
    (c) familiarity with the ability of the learner

(d) making sure the learner says nothing while he is in class.
3.   Which of these will enhance learning in our schools?
       (a) A class without noise
       (b) A class of sixty children
       (c) A class of dejected children
       (d) A class of excited and happy children

ASSIGNMENTS
Attempt the following questions and complete all of them within 20 minutes.
1.   Discuss four lessons that you have learnt from this unit.
2.   Think of any problem that is related to unusual behaviour in your classroom. You can think of lying or any other problem. How would you use reinforcement?
       to find an answer to the problem?
3.   List some names such as (a) bird, goat, mosquito and shirt, (b) Ball, cassava, mango, and yam. Ask them the one (s) that do not belong to the groups and why?

SUMMARY
- Factors that affect learning include the pupil, the teacher, and the classroom environment. The school exists to teach the learner. The focus in school is on him. Understanding the qualities of the learner can affect the teaching - learning exercise.
- How effectively teaching is done depends on the qualities that the teacher possesses.
- The environment acts on the learner in a way that makes it different from what the teacher does.
- Each learner differs from the other in terms of age, self-concept, family background, level of ability, and the nature of his peer - group influence.
- The teacher's ability to influence learning depends on the, following:
       (a) his knowledge of subject-matter;
       (b) method of teaching;
       (c) the personal characteristics of the learner; and
       (d) the teacher's present and future interest in learning.
- The learning environment includes
       (a) relationship between the teacher and the learner,
       (b) the psychological environment,
       (c) the environment of the immediate community, and
       (d) the larger Nigerian society.

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UNIT 3: INDIVIDUAL DIFFERENCES IN CLASSROOM LEARNING

INTRODUCTION

Differences among individuals can be recognized in almost every aspect of our lives. This fact has been recognized and realized by Psychologists and Educationists who have written a lot about it and suggested to teachers to take particular note of the unique characteristics of individual children and cater for them. Thus, in the classroom it is expected that children are to be catered for individually. However, in most cases doing so has been a problem or has not arisen. First, the teacher may not have the competency to do what is required. Even when he has the competency, he may not have the patience to cater for every individual. In this unit we shall examine how individual differences can be assessed and cater for in classroom learning.

OBJECTIVES

By the end of this unit, you should be able to:
1. give the meaning of individual differences, how they are manifested and the factors which bring them about;
2. give and use the methods for assessing the individual differences of pupils;
3. suggest ways of catering for individual differences in the classroom; and
4. cater for individual differences of pupils in the cognitive, affective and psychomotor domains of their personalities.

HOW TO STUDY THIS UNIT
1. Read the introduction carefully
2. Next read through the unit completely. As you do so note all the new words which are not familiar to you. Find their meanings from the dictionary. Also note all important ideas in the unit.
3. After this, read the unit again but this time study the unit step by step according to how it is arranged.
4. Attempt all activities. Activities which can be done while you are reading are to be done immediately.

All other activities which require working with people are to be done in good time.

CHECK YOUR ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS AT THE END OF THIS BOOK.

WORD STUDY

Genes	-	biological elements in living things which determine their characteristics
Manifest	-	to bring it to the open.
Phenomena	-	events, happenings
Extrovert	-	an individual who is outward looking
Introvert.	-	an individual who is inward looking.
Endowment	-	qualities, attributes.

INDIVIDUAL DIFFERENCES: MEANING, MANIFESTATION AND FACTORS

In this section of the unit, we shall examine the meaning of individual differences, how they 'are manifested and the factors which bring them into existence.

Meaning of Individual Differences:
Individual differences refer to the unique ways each human being differs from another human being as expressed in our behaviours or perceived in our physical appearance. No two human-beings are alike. Even identical twins have been found to be different in some aspects of their behaviours.

Manifestations of individual Differences:
Individual differences are manifested in several ways. If we consider our physical selves, we fine major differences between people even though every human being has the same body organs, tissues and anatomy meant to serve the same functions. People come in different sizes, some are huge and tall; others are slim and short while some are short but thick. In the same way the brain size of individuals do differ, some people may have large brains compared to their total body size, others may have smaller brains when compared to their total body size. Every person has a unique voice No two people, with the exception of identical twins, have the same sound and voice. The voice of a person is one mark we use to identify an individual when he speaks. Another unique physical characteristic which we know of and which the community uses to identify individuals (e.g. criminals) is the thumb print. Perhaps, it is only identical twins that may have the same thumb print. We can go on without end listing several physical characteristics which make each human being unique from the other.

What about in terms of human behaviours, how do we differ? We differ in expressing every type of human behaviour we can think of. Human beings are the same because every human individual speaks walks, thinks, laughs, smiles yet the way we do all these differ from one person to the other. The differences may be in the form of style, intensity or content. For example, you can rarely get two persons describing the same object using the same words provided they are interviewed at different times and separately. How we make decisions differ from one person to another. Some persons rush into while others may be, cautious in making or taking a decision. Every person has his own, style of walking. Some people walk taking long strides or steps, others take rather short steps in their walking. Some persons sway side-ways while others move backwards and forwards as they walk. If we consider behaviours involved in social interactions, emotional expressions, morality, and religious or spiritual involvements we shall always find the same uniqueness stand. People differ in how they behave in each of these human phenomena. Why the differences, what things bring them about? To answer this we shall turn our attention to the factors responsible for them.

Factors Responsible for Individual Differences:
Psychologist has come to agree that there are two major factors responsible for the individual differences among human beings. These are from the **genetic endowments** and **the environmental circumstances** of the individual.

First, let us consider **the genetic endowments**. It is well established that human beings and all living organisms inherit a set of genes from their parents. These determine practically all the physical or physiological characteristics of the individual. It is the genetic codes of the individual which determine how tall he will be, what shape of face he will have, the shape of his nose, the colour of his eye pupils and whether he will have plenty of or scanty amount of hair. Women should not worry themselves searching for more hair when they have little amount of it. It is genetically determined that they cannot have more. The genetic coding therefore determines the innate characteristics of the individual. Thus, some children are born with good brains, very powerful in storing information, and processing information, in thinking, whereas other children may not be so lucky as to have such good brains. The quality of their brain may be enough to take them to have average performance after much hard work. Some children can listen and see objects so clearly, others may not have such good ears and eyes for such good perception. Our innate characteristics also determine the extent we can get anxious, fearful when confronted with a threatening, stressful situation. They also determine how extroverted or introverted we can be and so on.

The second major factor which brings about individual differences is **the environment circumstances.** The physical and social environments of individuals do differ. The physical environment may not differ much for some individuals but definitely the social environment tends to differ even for siblings from the same parents. The child rearing practices of parents tend not to be same for all their children. It may differ from the first child and to the last. Besides, the way each of them perceives their position and the role in the family may also make them perceive the treatment given to them by their parents differently. It is also known that as parent grows old their methods of rearing children may differ somewhat. Child rearing parents also differ from family to family. Some parents are warm, accepting, democratic and firm in their child rearing practices. Some are authoritarian, rejecting and cold in bringing up their children while others do not offer any form of guidance at all. They leave the children to do as they wish without any direction. These modes of child rearing practices contribute to bring about individual differences in the behaviour of children.

The school and **the religion** are two major institutions which contribute to the training of the child. The school influences the child's behaviour through imparting academic knowledge and skills and transmitting socially accepted ways of behaving. The Church or Mosque, on the other hand, emphasizes the moral and spiritual behaviours of the child. Through its agents, Priests and Ministers, Imams and Mallams it is hoped the child will learn useful words and develop spiritually in communicating with God. The community from which the child belongs also contributes greatly to the cultural behaviours of the child. Influences from the environment are therefore numerous. The physical environment, the family, the school, the Mosque or Church and community all have some part to play in shaping the behaviour or personality of the child.

How is the unique personality of the individual formed considering that heredity and environment having some part to play? It is known that the influences of these two factors combine or interact to determine the personality of the child. What the child inherits from his parents is even enough to make him a unique individual. His innate characteristics however interact with the type of environment he finds himself in the family, school etc to make him even more unique. Thus, in the classroom each pupil is completely different in terms of his Personality from the other pupils. The teacher needs to know this and see how best he can consider it in his teaching

1. What is meant by individual difference?
2. **Write out four ways children differ physically?**
3. **Name two ways you can identify a child by his behaviour without seeing him.**
4. **Supply the correct word from the words provided.**
   a. The physical differences between children is due to their_____
   b. Parents contribute to make their children different through their_____
   c. The community also contributes to make (children) people different by the unique…………………. within it.
   (**Word list**- response, child rearing practices, cultural practices, genetic endowment)
5. Observation: Study the physical appearances and the behaviours of children in your compound. Make your guesses (hypotheses) as to what may have been responsible for their appearance and behaviours.

METHODS OF ASSESSING INDIVIDUAL DIFFERENCES IN THE CLASSROOM
Now that we know that individual differences exist and what they mean, how they are manifested and the factors which bring them about we can turn our attention to how we can assess them in the classroom. There are a number of ways that have been found useful for assessing the individual differences of pupils. In the primary school classroom, methods which teachers can readily use for such assessment are observation, interviews, rating scales, achievement test (i.e. class tests), class discussions, and simple

questionnaires in the upper classes, sociograms and many others. We shall describe how each can be used to assess individual differences briefly.

i. Observation
In observation, the teacher pays attention to perceive the behaviour or the physical nature of the pupil, by the use of his sense of vision, hearing and sometimes the other remaining senses, like the sense of touch, smell and taste. Through mainly his senses of vision and hearing, the teacher can come to know each child in his class with time. He will be able to identify a child through the child's unique voice, manner of speaking, and of course by the mere appearance of the child. Through association, the teacher can identify each pupil by his name and later even by his writing (i.e. the writing style) The teacher's observation of each child's physical appearance, academic performance, emotional expression and social interaction in the class will enable him to form a picture of the uniqueness of the child since in each area, each child differs somewhat from others. Thus, after staying with the children from adequate amount of time, the teacher will discover that he can estimate the level of academic performance, social behaviour, emotional stability, the motivational level of majority of the children. The teacher can identify the highly intelligent pupils and the slow learners. He can separate the extraverts from the introverts, the emotionally stable ones from the less stable ones, the obedient pupil from the disobedient pupils. He would be in a position to tell a visitor in his class about the general personality of a child. He may give a description like: "the child is good academically, however, he is quite unstable emotionally, (he is easily angered, provoked) and therefore is not quite accepted by many of the pupil because of his frequent emotional outburst". For the teacher to be a good observer of his pupils' personality, he should be highly sensitive in attending to them. He can adopt some quick methods of knowing them by name. For example, by calling their names every day to know those present and absent he will quickly learn their names. In addition, such attendance register, when stuck to every day, will enable him to sort out the truants or those pupils who for some reasons do not come to school frequently. So the attendance register becomes a means of knowing more about the pupils.

ii. Interviews:
Another way the teacher can assess the personality or unique characteristics of his pupils is through having personal interviews with them. The classroom teacher can hold an interview with a pupil with the aim of learning more about him. Interviews can help him to learn about the child's family background, and whether the circumstances in his family are contributing tremendously to his classroom behaviour. The teacher can assess the level of the child's intelligence from the answers he provides to his questions, determine his level of confidence in relating to adults, whether he has enough confidence to enable him speak boldily in front of an adult or he experiences some anxiety when speaking to an adult. The teacher can also learn a great deal about the child's interest areas (either vocationally or academically). The disadvantage about the interview method is the time it takes. It requires so much time for a teacher to have a good interview with one pupil. Whenever the teacher realizes that he needs to have much more information about a pupil, he can use the interview method. In the primary school interviews should be as informal and as open as possible.

iii. Rating Scales:
A rating scale can be used to assess the personality of a child along traits like, cooperation, leadership, achievement in class, interest in learning, level of aggression and so on. If for any reason a teacher wants to know specifically the extent of a pupil's behaviour on some specific traits, he can device a rating scale with the traits and use it to rate the child. For the rating to be valid, he should have observed the child for a long time to know a lot about his personality. If another teacher knows the child more than the teacher himself, he may be asked to do the rating.

Information from a rating scale will enable the teacher to know the pupil more and, therefore, be in a position to attend to him on individual basis.

iv. **Achievement Test. (Class Tests):**
By achievement tests, the writer is not referring to standardized achievement tests. He is concerned about achievement tests used by teachers, to assess the academic performance of their children. Such tests can always be 'used to find the achievement level of a pupil. Often times, the previous performances of the pupil on class tests serve as appropriate measure of the achievement of, the pupil. In schools where cumulative records are in use, information of the achievement of a pupil can be readily estimated from his cumulative record.

v **Class Discussions**
Class discussion provides the forum from which the teacher can obscure the unique characteristics of pupils. The answers given by pupils during a discussion can be intelligent, not intelligent or stupid. The manner of speaking or the mode by which the answer is given can tell a lot about the child's personality. It can suggest confidence, fear shyness, indifference, pleasant feeling or cool headedness etc. Discussion, however, do not give the opportunity for every pupil to say something in class. Often times, it is only the same pupils who stand up all the time to say something. One thing that class discussions do, however, is, to allow the teacher know the pupils who eagerly participate in class with regards to saying' one thing and those who do not.

vi. **Sociograms:**
Sociograms are diagram showing the patterns of pupils' interaction or relating to one another in class. The sociogram can be used as a method for studying the interpersonal interactions in the class. For example, the teacher will get to know who have leadership traits in the class or are considered by the class as leaders. He will also be able to know the isolates in the class, subgroups (cliques) which have been formed in the class and many others. These help him to know the individuals in the class better and also to know how to manage the class appropriately.

vii. **Simple Questionnaires:**
In the upper primary classes questionnaire can be used to assess the personality of pupils provided they are very simple. Such questionnaires may ask the pupils to report on one or more personality traits which the teacher needs information on. The questionnaires will have to be highly structured perhaps in checklists from which are easily to respond to. They can be used to gather information on the pupils' academic and vocational interest, study habit, level of motivation, attitude towards school, and so on. The major disadvantage about self-report questionnaires is the extent they can be faked. However, when designed properly and administered well they can give useful information about the characteristics of individual pupils.

ACTIVITY II
1. List four ways you can use to assess the uniqueness of a pupil.
2. What are the major senses which are used in observing pupil's behaviour?
3. Write down three ways the teacher can use so as to get to know his pupils well.
4. Which traits would you use the following to measure?
   a. achievement test   a…………………
   b. sociogram   b…………………
   c. rating scale   c………………….
   d. interview   d…………………

Choose your answer from the following:
Confidence in speaking; cooperation, leadership in class, level of academic performance.

5. Project: Use an interview method to find out more about a child's family background, academic interest in specific subjects, and level of regard in speaking to an adult.

TEACHER'S ROLE.IN CATERING FOR INDIVIDUAL DIFFERENCES

The teacher's role in catering for individual differences in the classroom is not an easy one. This is because in the primary schools the class size tends to be large. The least in a class may be around twenty and largest size may be in the forties and beyond. With a class of about thirty, therefore, the teacher has the problem of attending- to individuals according to their characteristic needs within the limited time available for each lesson: Classroom teachers may adopt some strategies which may help them to reach as many children as possible. This may depend on the domain the teacher finds the pupils' behavioural characteristics. We shall discuss the teacher's role by examining it along with the cognitive, affective and psychomotor behaviours exhibited in the classroom by pupils.

Cognitive Domain:

The major role of schools is to make children develop cognitively (academically). Thus, a lot of the classroom activities are found to be competitive in nature, the teacher in promoting the cognitive development of his pupils has to watch out for individual differences in cognitive or academic performance. These, as already mentioned above, can be done through observations, achievement tests, and class assignments and so on. The teacher, through these methods of assessment, can identify three groups of pupils in the class whose performance may be said to be different. These are the slow learners the average pupils and the fast learners among which we have the gifted children. When the teacher is able to identify the pupils into these three groups he can cater for them according to their major characteristics. For example, he would need to know how, to cater for the slow learners and the gifted including all fast learners as has been described in Unit 7 in the next module. The reader may do well to read this unit to refresh his mind. Slow learners would need more attention and techniques or methods quite different from those of the normal average pupils. The teacher would need to know the characteristics of slow learners in general and adopt methods which suit these characteristics. Fast learners on the other hand are not challenged enough with the pace at which the teacher goes. They soon get bored because they quickly grasp what is being taught and want something else to do. Such individuals need extra things to do. Extra reading assignments, some projects, which are challenging to do will satisfy their interest in learning. One good thing the teacher can do is to introduce a cooperative attitude in the class by which the fast in learn willingly to help the dull ones gut of their difficulty. In this way, the fast are occupied and the slow learners also gain from their mates. The teacher on the other hand obtains more time on his hands to attend to individual cases which need his special attention.

Affective Domain:
The affective domain comprises the social emotional, moral (and spiritual) behaviours of the pupils; Through some of the methods mentioned above, like the sociogram, rating scale, interviews and observations, the teacher can come to know his pupils emotional and moral behaviours. For example, in terms of social interaction in the class the teacher will know the leaders; the is9lates, the pupils who clique together to work together for good, or to cause trouble in class. In terms of emotional behaviours, the teacher will get to know the pupils who are very stable emotionally, those who are not, and the pupils who are highly jovial and create laughter in the class. The teacher will get to know the pupils who are shy in the class those who are aggressive and those with low self-esteem. There are a number of things the teacher can do to help the isolate, the emotionally unstable child, the aggressive or disruptive child, and

the child with low self-esteem. One thing the teacher can do is to refer pupils with such cases of severe nature to the school Counsellor if there is one. A school counsellor would know best how to deal with such cases.

Psychomotor Domain

In the psychomotor domain the pupils show variety of skills or ability in body movements. Thus, the teacher may come to know pupils who are good in drawing and others who can do a number of craft works. He may discover the athletes in the class those who are good in football, netball, table tennis and so on. The teacher should encourage such abilities in the children. He should advice them to join school clubs where they can improve on such skills. He can also ensure that those in games and sports are aided in the school athletic competitions and enlisted in the house football, net-ball team to finally get into the school team. He will discover individuals who for one reason or the other cannot use their hands and feet so well; the physically disabled. Such pupils need to be understood and encouraged in other areas of endeavours. (e.g in the cognitive areas). They should not be pitied rather, they should be helped to accept their condition and not harbour self -pity.

ACTIVITY III
1. Write out one advantage of knowing pupils according to whether they are also learners, average learners, and fast learners.
2. How can the fast learner and slow learner be helped by the teacher?
3. Should the average learner not be attended to also? Give reasons for your answer.
4. What are some of the affective behaviours the teacher may detect among pupils?
5. Observation: Observe the psychomotor skills a child in your neighborhood can do very well. Observe such a child for a few days (or a week).

ASSIGNMENT
1. Explain the concept of individual differences. Outline four ways in which individuals differ in behaviour.
2. The genes we have contribute to makings different in behaviuor.
   (a)………………………. (b)……………………… The environment on the other hand contributes to make us different in (c)…………….. And (d) ……………. Choose your words from here and put them correctly into (2). The words are: learning; physical appearance; behaviour; physiology.
3. How can you use achievement tests (class tests) and the cumulative records to identify the academic potentials of your pupils?
4. How would you help a pupil, you find to be an isolate, to overcome his problem?
5. Should teachers encourage the development of psychomotor skills **of** their pupils? Give reasons to your answer.
6. Project: Assess the unique characteristics of a child in your neighbourhood. Suggest how the potentials he has can be encouraged to actualize, to his parents
   or sponsors.

SUMMARY
- The unit examined how teachers can assess and cater for the individual differences of pupils in their class. The meaning of individual differences and how they are manifested in appearance and in behaviours where described. A number of methods which primary school teachers can use to assess the unique characteristics of pupils and what behaviours the methods can measure were also discussed in the unit. Some of the methods mentioned are observation, interviews, achievement tests, class discussion, rating scale etc. The unit finally examined how the teacher can cater for the individual differences of his pupils. In the cognitive domain it was suggested that knowing the level of performance of the pupils should help the teacher on how to approach them individually to give

them help. He can arrange a situation in the classroom where the bright pupils are made to help the dull pupils. In the affective area some suggestions were made on how to help pupils who are identified to have negative undesirable behaviours, In the psychomotor domain, teachers were asked to encourage pupils identified to have the potentials for psychomotor skills to pursue them. Pupils who because of disability cannot develop psychomotor skills are to b accepted and encouraged in other areas and not be pitied.

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MODULE FIVE: TEACHER EDUCATION

**UNIT 1:   CONCEPT, AIMS, OBJECTIVES AND APPROACHES TO TEACHER
               EDUCATION**

INTRODUCTION
In any context and time, it is the purpose of which education is being given that determines the concept of the desirable teacher. The latter, in turn, determines what can be considered to be a good teacher education programme and appropriate approaches for putting such programme into effect. It is necessary to make the point that both as a concept and in the actual process or putting it into practice, Teacher Education is a product of the age of western type of literary education. It is necessary to make the point that before this age of literary education. There was in Nigeria, as elsewhere, an age of traditional or preliterate education during which valued items of knowledge, values and attitudes were transmitted from one generation to another by persons who can be described as teachers even from the specialist point of view. Such teachers of preliterate societies taught indigenous knowledge

Although they were truly teachers because they had been specially prepared for teaching given bodies of knowledge they acquired; neither they nor the preparation they received form part of the lesson in this unit, which is limited to the age of western type or literary (school) education. The focus of this unit therefore is to explain **TEACHER EDUCATION** and identify and explain the various approaches that have been adopted in the education of teachers in Nigeria and elsewhere in the world.

OBJECTIVES
By the end of this unit, you should be able to:
i.   explain the concept "TEACHER EDUCATION";
ii.   mention at least three objectives and approaches that have been adopted in teacher education here in Nigeria; and
iii.   critically examine any two of the approaches to teacher education.

HOW TO STUDY THIS UNIT
i.   Read through the unit quickly, noting down any difficult words or phrases
ii.   Using a good dictionary, look up the meaning of any such difficult words or phrases, placing each in context.
iii.   Carefully and less quickly read the unit again, pausing at the end of each section to reflect on what you have read.
iv.   For greater depth of understanding, you may read one or two of the reference materials listed at the end of the unit.
v.   Work the Assignment
vi.   Check the marking key and grade yourself.
CHECK ANSWERS TO ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOKLET.

WORD STUDY
Innate:	"That which is inborn or original to the person"
Ab Initio:	A Latin phrase adopted into English and meaning from the beginning
Distance Learning:	"Any organised course of learning in which the students are at some distance from the teachers for most of the programmes duration and in which more than the medium of teaching is used."
Preliterate:	"Before (conventional) the use of reading and writing as main forms for communicating and storing information.

TEACHER EDUCATION - A DEFINITION
Teachers are the distinct occupational groups of people specially equipped by training to undertake the task of educating in institutions socially assigned for education. Teacher education refers to the education and training in specialised areas of knowledge known as Education particularly philosophy of Education, Sociology of Education, History of Education, Psychology, some administrative techniques, as well as subject contents and the actual practice of the work of the teacher. Teacher education is not a one-shot affair that ends when the formal programme of study is completed and a certificate is awarded. A good deal of what constitutes teacher education is learnt in actual teaching situations after the completion of the formal programme of education.

One is however a teacher when one successfully completes a specially designed and organised set of learning experiences for a given teaching certificate. Such organised learning experiences can be undertaken either within or outside the institution but it is always under the auspicies of some institution.

OBJECTIVES OF AND APPROACHES TO TEACHER EDUCATION
1.   As seen earlier on, objectives are short term, directed and achievable aims. The objectives of teacher education are similarly immediately achievable and short term depending on the need and type of the teacher intended to produce. Generally, the main objective of teacher education is to among other things produce trained personnel in the art of teaching. It is to train him in both the subject matter and the various tasks and methods of imparting related knowledge according to the need of the learners.

Approach to teacher education on the other hand refers to the pattern or mode by which the assignment of educating teachers is undertaken. One can take "Pattern" or "Mode" of teacher education to refer to one or the other of pre-service or in-service teacher education. Pre-service teacher education refers to the education for teaching undertaken prior to first appointment into teaching. In-service teacher education, on the other hand, refers to teacher education received while already in the teaching service. Pre-service education provides- the initial and foundational knowledge for teaching as well as the basic certification that earns the individual the title "teacher". In-service education, on the other hand, serves to provide basis for upgrading the teacher.

Institutionalised Teacher Education
This refers to training of teachers in institutions specially prepared for that purpose. These institutions were controlled in all aspects, from curriculum, through infrastructure to recruitment and payment of teachers. Institutionalized teacher education provided the professional element into teaching in Nigeria. Students in such institutions were taught academic subjects and later sent out for practicals (teaching practice). During training, great emphasis was placed on developing students' character. As teachers were expected to serve as role models, it was possible to evolve a code of ethics, which served as a necessary feature of the teaching profession.

Correspondence Teacher Education
Even as facilities for the education of teachers in Nigeria were expanding at snail pace many Nigerians were acquiring even foreign teaching certification without leaving the shores of their fatherland. They did so by taking advantage of the education programmes provided by such establishments as the College of Preceptors of London and Wesley Hall, Oxford. Both establishments ran correspondence education forms of teacher education. According to this, well prepared, generously illustrated and self-contained learning materials together with assignments were sent, on a regular basis to, the registered students. In addition to printed lecture, text materials, select lists of "highly relevant", "compulsory" "necessary" and "desirable" reading materials were identified for students. After studying the lessons, doing exercises and assignments, students posted their work back to the tutors who commented, assessed and reported the

work to the students. Model answers or marking (scheme) keys to the assignments were sent to students in subsequent dispatches, usually after they had completed the assignments.

This, the correspondence or "education by post" form used only the print medium. Its other features were that the authors of the lecture text materials were usually known experts in the particular field and were invariably the same persons as the course tutors. A major advantage of this arrangement was that there was no room for dissemination of conflicting information or for misinterpretation of given information.

Distance Learning System of Teacher Education
It was not until 1972s that DISTANCE LEARNING SYSTEM in teacher education came into being in Nigeria. The pioneers were the Correspondence and Open Studies Unit (COSU) of the University of Lagos and the National Teachers' Institute, Kaduna. These systems began with providing diploma in education and Grade II teachers' certificate programme as a distance relative to the venue. Other Distance' Learning System include the IDEA programme of Abia State University.
Distance Learning System refers to any organised course of education and training in which the students are at some distance from the teachers for most of the duration of the programme and in which more than one medium of teaching is utilized. It can also be described as any form of schooling that differs from the conventional face-to-face contact between teacher and learner. An outsanding example of distance education in Nigeria today is the National Teachers Institute, Kaduna, which covers Grade II and Nigeria Certificate in Education (NCE) programme.

Distance Learning System is characterized by Physical separation between students and teaching organization and the use of multimedia. Such learning systems can employ correspondence or print, radio and television broadcast, telephone, telex, and computers as well as periodic face to face tutorials. Although few systems of distance learning are known to employ all these media, every distance learning system needs to employ at least two media to qualify as distance learning systems. One or other of these forms tends to predominate in most systems. In Nigeria today, the predominant media are correspondence and periodic face to face tutorials.

ACTIVITY V
Explain:
1.   (a)Correspondence Teacher Education;
        (b) Distance Learning Teacher Education
2.   Give examples of (a) and (b)

ASSIGNMENT

1.   "TEACHER EDUCATION refers to the education and training given in the field of Education, some school subject contents, and in actual teaching to students, in Colleges of Education" Examine critically.
2.   Explain the following-forms of teacher education:
        a.   Distance Learning System
        b.   Correspondence Teacher Education.
        c.   Compare and contrast CORRESPONDENCE AND DISTANCE LEARNING SYSTEM of teacher education.

SUMMARY
•   This unit provides a definition of teacher education and identifies and explains some of the forms of teacher education such as CORRESPONDENCE AND DISTANCE LEARNING SYSTEMS in relation to objectives of teacher education.

- The background to procedures and some of the limitations of the various forms have been indicated.

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UNIT 2: THE CONCEPT AND PROCESS OF MICRO-TEACHING

INTRODUCTION

Every profession has a range of skills which must be taught the trainee in the profession before assuming professional duties. Teaching is an example of a profession that has a range of skills the trainee teacher must be taught before assuming duty as a teacher. The method of training in which the trainee teacher is to acquire teaching skills is called Micro-teaching.

It is important you understand what Micro-teaching means and the steps you will follow to undertake Micro-teaching. In this unit, you are going to study the concept and process of Micro-teaching.

OBJECTIVES

After studying this unit, you should be able to:
1. define the term Micro-teaching;
2. explain the Micro-teaching process; and
3. describe fully each Micro-teaching step or phase.

THE CONCEPT OF MICRO-TEACHING

The concept of Micro-teaching has been described by many authors. For example, Mcknight (1971) as cited by Brown (1975) described Micro-teaching as "a scaled down teaching encounter designed to develop new skills and refine old ones". Ohuche and Izuwah (1979) also explained that "Micro-teaching is a scaled down teaching encounter". It is scaled down in terms of time, number of students, concepts taught and teaching skill used. It is an attempt to use simulation techniques to break down the teaching process into smaller and more easily understood units for practice.

The Glossary of Educational Technology Terms (1987) has also described Micro-teaching as a method of teaching whereby teacher trainees gain simulated teaching experience with few students in small groups and employing audio and/or Video recording for playback and discussion.

If you examine these definitions carefully, you will find out that the authors are saying the same thing that Micro-teaching is a method of training teachers to acquire teaching skills. That Micro-teaching is a scaled down activity in terms of time, number of students, concepts taught and teaching skill. It needs to be noted that the emphasis is on economy of time. This demands describing Micro-teaching not only as a method of a scaled down teaching encounter but as a system. Furthermore, we are in a scientific age which, amongst other features, is characterised by the use of a system. Micro-teaching is nothing other than a sequence of teaching activities which, when followed, will enable trainee teachers acquire teaching skills. A system should be used.

Nwana (1981) observed that "a system is a well-tried procedure which has proven to be economical in time and space and, above all, satisfying.

In view of these reasons Obi (1991) described Micro-teaching as a simplified training system designed to enable trainee teachers to practise and acquire teaching skills under a supervisor, in a short lesson period of five to ten minutes, with a small group of three token students, employing colleagues or video tape for a feedback, focusing attention on only one teaching skill at a time.

MICRO-TEACHING PROCESS

Micro-teaching involves a set of activities trainee students undergo to acquire teaching skills. The sequence of steps trainee students must follow to acquire teaching 'skills is called a Micro-teaching process. Allen and Ryan (1969) developed the original Micro-teaching processes. It consisted of the following listed sequence of steps.

PLAN-TEACH-OBSERVE-REPLAN-RETEACH-REOBSERVE

A brief description of these processes will now be made as follow:

(i) PLANNING TEACHING

You should start your Micro-teaching session with planning.

Your plan should start with identifying the teaching skills to practice. Identify the teaching that illustrates well your chosen teaching skill and how the teaching skill is applied in a teaching situation. Taking note of the dos and don'ts prescribed for the practice of each teaching skill, identify the cues your colleagues will look for in their observation of your teaching and the control conditions. Finally, plan your Micro-lesson by providing answers to the following questions:

- who are my learners?
- what do 1 want them to learn?
- what is the most appropriate sequence of the learning topic and tasks?
- what are the behavioural objectives, what methods and materials will lead to achieving the objectives?
- how will the teaching and learning be evaluated against the set objectives?

You should summarise the answers to these key questions as your Micro lesson note.

(ii) TEACHING

You should have the teaching skills explained and demonstrated for you before you teach to practice the teaching skills in a Micro teaching setting. When you want to teach, face your class of five to ten students with your prepared Micro lesson note. You should present the lesson in an acceptable English language; and present an acceptable appearance too. Apply the particular teaching skill as you present your lesson. You should complete your presentation within the five to ten minutes prescribed time limit.

(iii) OBSERVATION OF TEACHING

Immediately after your teaching a brief Micro lesson, your colleagues who observed you teach will critique your performance in the light of your set objectives. You will receive a feedback or knowledge of result of how you performed and how you can improve your performance under the guidance of a supervisor. If your video tape is made available, the supervisor can use the video tape playback to show you how you performed and how you can improve. Your colleagues may evaluate you on a point scale. If you receive a low score, you are expected to re-plan, re-teach your lesson and you should be re-observed by your colleagues until you improve your performance.

(iv) REPLANNING TEACHING

This involves re-examining your planned Micro lesson to correct its defects. You may wish to plan a new micro-lesson on a different micro-lesson topic, but applying the skill under practice.

(v) RETEACHING

You re-teach the micro lesson in the light of suggestions made by your supervisor and colleagues. You should be encouraged to re-teach your micro lesson by the fact that practice makes perfect.

(vi) REOBSERVATION OF TEACHING

Your colleagues will re-observe your teaching performance and give you an immediate feedback or knowledge of result on how well or how bad you taught your lesson applying the teaching skill.

If you earn a high score, it shows you have improved your performance. It is also an indication that you have acquired the teaching skill practised on.

ASSIGNMENT

1.   Planning is a vital element in Micro-teaching.
      What key questions will you ask yourself while planning your Micro-teaching lesson?

2.   (a) Identify the most important element in a planned Micro lesson note.

3.   (b)   What are the features of this element?

4.   What are the distinguishing attributes of the concept of Micro- teaching?

5.   (a)   Identify the six processes involved in Micro-teaching,

6.   (b)   Why is- re-observation important in Micro-teaching?

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UNIT 3:   **RELEVANCE OF MICRO-TEACHING TO TEACHER EDUCATION**

INTRODUCTION

The word micro-teaching is always associated with teacher education. The question that you may ask is: of what relevance is micro-teaching to teacher education? The simple answer to this question is treated in this unit.

OBJECTIVES
By the end of this unit, you should be able to:
1.   identify at least three benefits of micro-teaching in teacher education; and
2.   identify three merits and three demerits of micro-teaching.
3.

RELEVANCE OF MICRO-TEACHING TO TEACHER EDUCATION

Micro-teaching is relevant to teacher education. The reasons to justify that Micro-teaching is relevant to teacher education may be summarised as follows:

1.   Micro-teaching helps teacher education to achieve her aim of producing high quality skilled teachers. This is true because the aim of teacher education is to produce quality teachers. However, quality teachers can hardly be said to be produced without training them to acquire a set of teaching skills. Micro- teaching helps teacher education to retrain teachers to acquire teaching skills.
2.   Micro-teaching reduces the complexities of classroom teaching. Classroom teaching involves many activities that are complex. Micro-teaching simplifies the complexities of classroom teaching by scaling down the lesson content, class size, teaching time and the skill.
3.   It provides teacher education an effective method of training teachers to acquire a variety of teaching skills.
4.   It builds up teachers' confidence by providing relaxed and controlled secure environment for trainee teachers to acquire teaching skills.
5.   It provides trainee teachers opportunity for immediate feedback and repetition for improving performance.
6.   It enables separate teaching skills to be practiced and perfected without the distractions of classroom management.

Although Micro-teaching has these benefits to offer to teacher education, it has some disadvantages. They include:

1.   Micro-teaching will produce homogenized teachers without standard skills and procedures.
2.   The teaching skills may not be internalized by the trainee teacher; as a result money and time spent on micro teaching will be lost.

THE MERITS OF MICRO-TEACHING
a.   Micro-teaching helps you to acquire very important basic teaching skills that will enable you become an effective teacher.
b.   Micro-teaching provides you with the opportunity for repetitive skill practice necessary for your skill acquisition since practice makes perfect.
c.   It provides you with a less threatening controlled safe environment in which you can practice basic teaching skills, one after the other.
d.   Micro-teaching enables you to obtain immediate feedback or knowledge of result of your skill practice performance which increases your confidence in your own teaching ability.

e.   It simplifies the complexities of classroom teaching by reducing the class size, the lesson objective, the content, the teaching time and the evaluation criteria. And by so doing it leads you gently into actual teaching situations.

f.   Micro-teaching complements your teacher training course and prepares you before you go for teaching practice. It helps you to analyse your own teaching critically.

THE DEMERITS OF MICRO-TEACHING

a.   Micro-teaching could produce homogenized teachers with same standard procedures for teaching.

b.   Your time, money, materials and human efforts are wasted when the teaching skills are not internalized in your micro-teaching.

c.   Micro-teaching can be seriously abused or misused. You are expected to micro-teach lessons and learn teaching skills in the micro-teaching process before you go on a teaching practice in any school you are posted. However, when you replace teaching practice with micro-teaching, you have abused or misused micro-teaching.

ASSIGNMENT

1.   What benefits has Micro-teaching to offer teacher education in Nigeria?
2.   Why is teacher education becoming more concerned with giving practical skills to teachers in Nigeria?
3.   Identify fully the complexities of classroom teaching which micro-teaching controls to enable you acquire teaching skills.
4.   Discuss the merits of micro teaching.
5.   What do you think are the demerits of micro-teaching?
6.   What would be the consequences of abuse or misuse of micro-teaching

SUMMARY

In this unit, you have been introduced to the concept of micro-teaching which is a popular way of training teachers to master the rudimentary principles of teaching. The merits and the demerits of micro-teaching are also exposed to you. Try and practise micro-teaching with some of your colleagues and see how it goes.

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UNIT 4:   THE ETHICS OF THE TEACHING PROFESSION

INTRODUCTION

One of the important marks of profession is that it regulates the professional behaviour of its members along lines that protect both their own interests and those of the public. It does this by setting up ethical codes which state the standards of behaviour towards their clients, the general public and fellow members of the professions. These rules and regulations are binding on all those who remain members of the profession. This unit examines such rules and regulations as they apply to those who teach, particularly in Nigeria.

OBJECTIVES

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

1   explain what is meant by "Ethics of profession";

2   explain 3 principles around which codes of professional ethics centre;

3   discuss two of the principles of the code of Ethics of the teaching profession in Nigeria; and

4   critically discuss enforceability or otherwise of one of the principles of the code of ethics of the teaching profession in Nigeria.

ETHICS OF A PROFESSION MEANING & OBJECTIVES

"Ethics" refers to the set of moral principles which an individual or group of persons may hold because they regard those principles as being in accordance with good conduct. The possession of such a set of moral principles that guide conduct is one of the major characteristics of professionals. Such principles are held because they serve specific objectives that promote the overall interest of the group or individual. The objective sewed by ethics of professional organisations is to stipulate standards of behaviour towards clients, the public and fellow members of the profession. All the behavioural expectations of professionals derive from the ethics of that profession.

Professional codes require that practitioners subject themselves to the particular demands or discipline required by their calling. Among such demands expertise and thoroughness in service. Expertise means having the highest degree of knowledge required for practicing the profession. Other demands of professions are straight forwardness and honesty to their clients, respect, and humaneness. Ethics of professions are measurable behaviours that demonstrate competence in the practice of the profession and contribute towards raising the status of the members of the profession. Ethics of the teaching profession refers therefore to the set of moral principles which teachers hold because they regard such principles as being in accordance with good conduct.

CODE OF ETHICS OF THE TEACHING PROFESSION IN NIGERIA

A document titled "Appendix" reads:

1.   To the NUT Constitution Code of Ethics of the teaching of service as a teacher at various life times of the education system, in different parts of the world, the above mentioned document is the closest has been written down code of ethics for teachers. The Nigeria union of teachers represents the largest labour union in all Africa and one of the oldest members of the world Confederation of Organisations of the Teaching Profession -WCOTP. What the NUT sees as

Code of Ethics for Teaching should be a fair representation of what teachers in other parts of the world regard-as being in accordance with conduct in teaching.

The Code of Ethics of the Teaching Profession in Nigeria is arranged in six parts as follows; preamble,

First principle which is titled "Commitment to the student"

second principle - Commitment to the parents

3rd principle - Commitment to the community

4th principle - Commitment to the Employer and

5th principle - Commitment to the profession. Each of the five principles begins with a kind of preamble and ends with a list of what every teacher shall do or not do. An example follows: "5th principle; Commitment to the profession" 'The teaching profession is a unique occupation and we believe that the quality of the services of the teaching profession in Nigeria directly influences the future of the nation and its citizens. We the members of the teaching profession in Nigeria must strive to give our best to the nation by making the teaching profession attractive so as to encourage persons worthy of the trust to take up teaching as a career. Aware of the value of united effort, we contribute actively to the support planning and programmes of our professional organization. In fulfilling our obligation to the profession every teacher in Nigeria shall ..."

Then follows a list of statements which include:

i.   show a spirit of willingness to help an unemployed member to obtain work.
ii.   maintain active compulsory membership in professional organization and through participation, strive to attain the objectives that justify such organized professional body.
iii.   speak constructively of the teaching profession and make the teaching profession so attractive in ideals and practices that sincere and able young people will want to enter it.
iv.   not disregard any lawful instruction of the Union.

Among procedures for enforcing the code ethics' is that "the Code of Ethics for the Teaching profession in Nigeria shall occupy a conspicuous place in the programme for the preparation of teachers in Nigeria."

First principle; Commitment to the student:

"The primary obligation of the teaching profession in Nigeria is to guide children, youths and adults in the pursuit of knowledge and skill to develop healthy attitudes that enable them to live in harmony with all other Nigerians, and to help them become happy, useful and responsible citizens. The ultimate strength of the nation lies in the social responsibility, economic and moral strength of the individual. Fulfilling our obligation to the student, every teacher shall (i) deal justly and impartially with pupils and students regardless of their physical, mental, emotional, economic, social, racial or religious characteristics not .... into any indecent relationship with the student and pupils in his school   .

In spite of the difficulties to which teachers in Nigeria have been subjected by the public over the years, a good number of them can still be seen to be living up to the demands of the statements in the quoted document. It would appear however that those who do, do it because ii is their individual lifestyle and not because they fear possible consequences of breaking the code. For one thing and as stated earlier in this unit, the code does not feature in the teacher education curricula in Nigeria. One wonders how teachers are expected to know about it. In medicine there is an international Code of Medical Ethics which is part of course - Forensic Medicine - and is printed in textbooks on that course along with the medical doctors'

Oath-Hippocratic Oath. It is not so with teachers. Their "Code of professional ethics" is a "secret" document. That helps to explain why it is neither observed nor applied.

A Code of Professional Ethics needs to be stated in ways that make the provisions observable by most and so enforceable. As regards the First principle; Commitment to Student - do most teachers at primary and secondary Schools NOT discriminate against students or pupils on economic grounds when teaching of Core topics of a subject is done only at "lessons" for which extra payments is made ? Do most teachers at tertiary institutions today NOT insist on the purchase of ill prepared "handouts" by all their students if such students are to be objectively assessed in those courses?

These things happen, are talked about and written about but no case has been heard instituted by the teachers' organisation against those teachers who are involved. Not only are very many teachers not "active, compulsory" members of the teachers organisation but they are also in fact active, campaigners both by word and action against the young joining the teaching profession.

A professional Code of Ethics is enforced on conditions. Some of the conditions are as follows:

 i.   when there is general acceptance by most of the practitioners of the rules and regulations in the code. That happens when all the practioners are members of the body making the rules and regulations;
 ii. when the organisation lives up to its obligations to members. Most of the obligations of the Nigerian Union of Teachers to its members relate to members' welfare and this, the Union has not been able to secure;
 iii. when there is a register of members of the organization; and
 iv. when the points in the Code of ethics are stated in simple direct and easily observable statements. An example is the International Code of Medical Ethics which consists of fifteen very short direct statements only some of which are:

(A)   Duties of doctors in General:

To use caution in divulging discoveries or new techniques of treatment.

(B)   The following are unethical practices:

Any self-advertisement except as expressly authorized in a national code of ethics

(C)   Duties of doctors to the sick:

The patient is owed complete loyalty, and all the resources of medical science. Whenever a treatment or examination is beyond the capacity of the doctor, the advice of another should be sought.

(D)   Duties of Doctors to each Other:

A doctor must not entice patients from his colleagues. The "Code of Ethics of the Teaching profession in Nigeria" is useful as working document for drawing up a professional code for teachers. Its five principles cover most of the areas which teachers' professional code should cover. In a code of professional Ethics for teachers, there is need to stress, besides duties to the student, parents, community, employer, other teachers and the organisation of teachers, the duties of teachers to themselves and to teaching as a profession. Among necessary duties of teachers to teaching would be the duty to seek continuous improvement in knowledge in the teaching subject and in the theory and practice of teaching. It is such attention to growth in knowledge which will make the teacher an expert. Being known as an expert brings respect and improves remuneration.

ASSIGNMENT

1.   Explain what is meant by "Code of Professional Ethics".
2.   Explain 2 of the principles around which a code of professional ethics for teachers in Nigeria should centre, stating why you consider them important.
3.   Examine principle 5 of the "Code of Ethics of the Teaching profession in "Nigeria.
4.   Suggest 3 improvements to the "Code of Ethics of the Teaching Profession in Nigeria".

SUMMARY

In this unit, you learnt

*   what is meant by ethics of profession;
*   principles around which codes of professional ethics centre; and
*   principles of the teaching profession in Nigeria.

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UNIT 5:   THE QUALITIES OF A GOOD SCHOOL TEACHER

INTRODUCTION
One of the important functions of a training programme is to teach those duties and activities which are expected to be performed by those who complete the training programme. This unit attempts to mention, explain and discuss some of the duties and functions that are expected of the teacher.

OBJECTIVES
By the end of this unit, you should be able to:
1.   state qualities and roles of the teacher;
2.   explain each of the five roles; and
3.   illustrate how, at least 2 of the roles help the teacher to contribute towards attaining educational objectives

HOW TO STUDY THIS UNIT
1.   Read through the unit quickly, noting down any difficult words.
2.   Using a good dictionary look up the meaning of each difficult word,
3.   Carefully read the unit again, pausing from time to time, to consider the meaning of what you have read.
4.   Work the assignment
5.   Check the marking key and grade yourself.

CHECK   ANSWERS   TO   ACTIVITIES   AND   ASSIGNMENT   AT   THE END OF THIS BOOK

WORD STUDY
ROLE: Duty or function that is usually expected of any occupying a position”
EFFICACY: Producing the desired result’

QUALITIES AND ROLES OF THE TEACHER
Roles of the teacher are those activities, duties and function which teachers are responsible for and which are expected of them and which make up the reason for their being called teachers. The central work of the teacher is to teach so that children learn what has been planned for them to learn. In carrying out the above responsibility, the teacher has to carry out a number of roles which include:

i.   sound subject matter mastery
ii.   curriculum development
iii.   instructional management
iv.   curriculum/learning evaluation
v.   interpersonal collaboration
vi.   student counselling
vii.   professional self-development

ACTIVITY I
Mention 4 of the roles of the teacher.

Sound Subject Matter Mastery
It is a very important role of the teacher to have sound mastery of the subject matter she teaches. The worth of the teacher depends very much on this because it contributes towards raising the worth of the teacher in many ways. In the first place, it enables the teacher to teach facts that are correct and relevant

to the topic of the lesson and suitable to the course. In the second place, it enables the teacher to answer intelligently, objectively and confidently any questions that may arise from the topic. In the third place it enables the teacher to assess correctly any tests, assignments and examinations. At the end specific educational objectives would have been attained.

ACTIVITY II
State the Importance of sound content mastery by the teacher.

Curriculum Development
Most teachers in Nigeria today believe that they do not take part in curriculum development since the subjects and the content of what is taught is decided from 'above' and handed down to them. Before teaching takes place, the curriculum is first translated into 'Schemes of work" and "Notes of lessons" by teachers in schools. The decisions that go into the preparation of these documents are perhaps the more important part of curriculum development. Even after the Notes of Lesson have been prepared and checked by the head teacher, it is the class teacher who takes the final decision on activities for teaching and learning; so the teacher's role in the entire process becomes the most important. The teacher who effectively participates as outlined, in curriculum development is contributing effectively in the realisation of educational objectives. In the short term, that teacher is also improving her capacity to manage instruction effectively.

ACTIVITY III
State 2 activities of the teacher in curriculum development.

Instructional Management
The management of instruction is another very important role of the teacher. **To** manage instruction effectively, the teacher needs to have sound knowledge of the subject(s) she teaches and be able to communicate well. Effective instructional management enables the teacher to
i.   teach in ways that make children understand what is taught.
ii.   assess students' abilities and capabilities correctly.
Ability to communicate well means that the teacher speaks correctly and loudly enough to be heard. It also means that the teacher writes clearly on paper and chalk board. These points help to maintain the interest and attention of students and to achieve and maintain orderliness in the learning environment.

Evaluation of Learning Materials
Part of the responsibilities of teachers towards the achievement of educational objectives lies in the Evaluation of the learning materials and experience. To be able to do this, the teacher needs to measure the quantity and quality of the knowledge and skills the children have individually acquired in each school work within a given period of time and find out whether or not the child has learnt well. In the process, the teacher will also be able to find out his own weaknesses from results of evaluation of children's work and adjust to eliminate his own weaknesses. Evaluation promotes both the teachers' teaching and the children's learning. Results of various Evaluation give idea of the EFFICACY or otherwise of the education system

Interpersonal Collaboration
The teacher works in school which is an orgnisation made up of other teacher, students and the administrators of the organisation. Other groups interested in the school are inspectors, parents and leaders of the community in which the school situates. An important condition for the achievement of education objectives is good interpersonal relationship. It is one of the roles of the teacher to ensure harmony within the school.

To contribute towards achieving harmony requires the teacher to seek and maintain friendly and healthy relationship with all the other groups that have interest in the school. The teacher seeks and maintains friendly relations with other teachers, school administration, students, inspectors, and community leaders. When this is the case, the teacher is able to work cooperatively and achieve better results than if she kept to herself.

The teacher who is approachable to parents of the students is in a position to help resolve those home based conflicts that hamper students' learning. Such a teacher is approachable to students and can assist in solving students' problems and in this way remove difficulties to learning. Students of such a teacher develop interest in the teachers and consequently in the lessons and subject she teaches. The conflict- free situation that results promotes effective teaching and learning and, in turn, the achievements of the objectives of the education system.

ACTIVITY IV

Mention three of the groups that a teacher in a school has to work with.

Student Counselling

Student- counselling is a role inbuilt into any teaching. In teaching any subject, the teacher communicates not only subject matter but also skills, attitudes and behaviours. This makes every teacher a behaviour modifier, as well as instructor in content knowledge and skills. The teacher, at any level of the education system, is a representative of adults' society and its values to students. If he represents the society positively, students learn to see society in a positive light, if on the other hand, by the teacher's attitude to his work, his dress and general appearance, he represents a negative view of society, students tend to see the society negatively and may resist the educational objectives of that society.

The counselling role of the teacher is also personal. Good interpersonal relationship with students enables the teacher to win students' confidence, to act as their guardian while they are under her, to watch and direct their moral development towards the right direction.

Professional Self Development and Career Advancement

Teaching is about learning and it is one of the duties of the teacher to continually seek and acquire relevant knowledge. The process of doing this is professional self-development and career advancement. It is the duty of the individual teacher to have a long-term view of what she wants to become within the education service. It is also the individual teacher's duty to make sacrifices to would improve her career rather than simply leaving it to chance. Progression in the education service involves several options which include whether to continue throughout as a primary school teacher or to transfer to work in the school library etc. The necessary factor in achieving career progression rests with the individual teacher's readiness to continually study, using her own private resources.

ASSIGNMENT
1. State what is meant by "teacher role" giving any 5 examples
2. Explain any 4 of the roles of the teacher in the Nigerian education system
3. Briefly explain how each of the following roles assist the teacher in promoting the achievement of the objectives of education: subject matter mastery learning, evaluation, and instruction management.
4. Examine critically the view that the curriculum in use in Nigerian schools is decided in the ministry of Education and handed down to teachers to teach.

SUMMARY

In this unit, some of the qualities and roles of the teacher mentioned are as follows:

- sound content mastery
- curriculum development
- instructional management
- curriculum evaluation
- interpersonal collaboration
- professional self - development, and
- student counselling

Each of these teacher's roles has been explained and how it affects the teacher's work illustrated.

MODULE SIX: CLASSROOM MANAGEMENT

UNIT 1:   DEFINING CLASSROOM MANAGEMENT

INTRODUCTION

Classroom management is the process of creating a favourable learning atmosphere in the classroom. This results in effective teaching and learning. Classroom management is the ability to maintain harmony and order in the classroom. "It shows how you can prevent misbehaviour by carefully organizing the classroom environment, establishing clear rules and procedures and delivering effective instruction."

OBJECTIVES
By the end of this unit, you should be able to:
i.   list at least five major management areas;
ii.   discuss the effects of the classroom environment on children's behaviours;
iii.   list and describe common guidance techniques;
iv.   identify at least three behaviours children display when resisting adult authority; and
v.   analyse three guidance techniques that work best for class discipline.

HOW TO STUDY THE UNIT

- read the unit carefully.
- note important points.
- Learn new concepts as presented.

Classroom Management

According to specialists in the field of education, school and **classroom management** aims at encouraging and establishing learner self-control through a process of promoting learner/pupil achievement and behaviour. Thus, academic achievement, teacher efficacy, and teacher and pupil behavior are directly linked with the concept of school and classroom management. To achieve the above, you must make efficient use of the available resources: both human and material. There are various strategies of managing a classroom, some of which are as follows:

i.   physical arrangement
ii.   chalkboard arrangement
iii.   class controls
iv.   time management
v.   sustenance of pupils' interest
vi.   effective communication
vii.   teacher personality
viii.   managing behavior problems
ix.   parent contact

Significance of Effective Classroom Management

The importance of effective classroom management cannot be understated. Aspects include:

i.   maximizing learning opportunities for children;
ii.   creating orderliness; and
iii. exposing pupils' opportunities of working together in the sharing of ideas, maintaining discipline, and focusing on prepared learning tasks.

The Physical Arrangement of the Classroom

What is the "best" arrangement for a preschool classroom? Questions such as the following should be considered:

i.   Where should blocks be located? Are they easy to reach?
ii.   Where should an art area be located? On an easy-to-clean floor area? Near a water supply?
iii. Should there be a clothesline on which to hang paintings?
iv.   Is the dramatic play area attractive? Are there enough changes of clothing to stimulate a variety of roles?
v.   Is there a quiet corner where children can look at books?
vi.   Is there plenty of space, especially outside, for active play?
vii. Do children have an opportunity to climb, run, and ride wheeled toys without endangering each other's safety?
viii. Given an empty normal size room where should different areas be located? How can the teacher define each?

ACTIVITY 1

Step 1: Mention any three reasons you need to manage your classroom chalkboard arrangement effectively in the box below:

Three reasons you need to manage your classroom chalkboard arrangement effectively.
1.   2.   3.

Step 2: Compare the reasons you need to manage your classroom chalkboard arrangement effectively with the ones below.

Chalkboard Arrangement

In order to enhance classroom management and control, the following should be taken into consideration in the chalkboard arrangement:

i.   Chalkboard sketches should quickly illustrate the prominent features which the teacher wants to show.
ii.   Write important facts to lead pupils to the purpose of the lesson.
iii.   Illustrations and pictures can be put on the chalkboard at the introduction stage.
iv.   At the end of the lesson, the chalkboard should show a summary of the main facts of the lesson.

ACTIVITY II: Classroom Arrangement

1.   Working in a group, mention some classroom arrangement in the box below

Some classroom arrangement in my class

2.   Compare your classroom arrangement with the following classroom arrangement recommended for use, as the situation demands:
    i.   For subjects that involve story telling (Social Studies, Civic Studies, Religious Studies, English Language: Literature etc.), it is advisable to arrange the class in horse-shoe formation with the teacher standing or sitting in a place where he could see every pupil.
    ii.   For "free" "Individual" or "Group" activities, desks or benches should be arranged in a manner suitable to the particular activity. The action of changing the desk or benches gives the pupils a chance of movement which makes them more alert than sitting in their places.
    iii.   When pupils are demonstrating, the teacher should not remain in front of the class. He should not stand in the middle either, but should go right to the back or side so that he can see from the least favourable position, thus making sure that all the pupils can see properly.
    iv.   In subjects where group system is required each group is expected to face different directions to avoid distractions.
    v.   Some degree of decorations will help add to the attractiveness of the classroom.
    vi.   Commonly used classroom materials e.g. textbooks, teaching resources/aids and pupils reference materials be readily available.
    vii.   Pupils should be able to see the teacher and presentation area without undue turning or movement.

ACTIVITY III

(a)   Of what benefit is arranging the chalkboard in teaching?

(b)   Why do you think you need to arrange your classroom?

Communication in the Classroom

Managing classroom and resolving conflicts require good communication skills. Communication can be effected in a variety of ways, which can be classified as verbal and non-verbal. Verbal communication may be inform of speaking or writing while non-verbal communication may be in form of facial expression, gestures, whistling, body movements and various types of signs. The classroom activities will remain at a standstill without proper communication between teachers and pupils. Teaching is a complex act of teacher(s) trying to influence the behavior of the pupils.

The following are some good strategies for speaking clearly with your pupils:-

i.   minimizing noise;
ii.   using grammar correctly - improved speaking ability;
iii.   selecting understandable and appropriate vocabulary for the level of your pupils to avoid confusion in meaning of concepts;
iv.   be organized;
v.   speaking at an appropriate pace, neither too rapidly nor too slowly;
vi.   class control;
vii.   be precise in your communication and avoid vague language;
viii.   use verbal and non- verbal communication in classroom; and
ix.   consider pupils' needs, interests and capabilities.

Sustaining Learners' Interest

In sustaining the learner's interest, teachers should use a variety of methods and techniques of teaching. These include:

i.   Questioning method
ii.   Demonstration method
iii.   Lecture method
iv.   Enquiry method
v.   Role Playing method
vi.   Field trips
vii.   Project method

Teacher Personality

Your personality plays a great deal in effective classroom management. You must be exemplary to your pupils. According to Santrock (2004) there are five factors of personality:

1.   Openness (imaginative or practical; interested in variety of routine; independent or conforming).
2.   Conscientiousness (organised or disorganised; careful or careless; disciplined or impulsive).
3.   Extraversion (sociable or retiring; fun loving or sombre; affectionate or reserved).
4.   Agreeableness   (soft-hearted or ruthless;   trusting or suspicious; helpful or uncooperative).
5.   Emotional Stability (calm or anxious, secure or insecure, self-satisfied or self-pitying).

As a teacher, you must be practically organized, careful disciplined, sociable, loving affectionate, soft-hearted, trusting, helpful and calm to control your students.

Managing Routine Behaviour Problems

One set of guidelines is the **four c's: consistency, considerateness, confidence, and candor.** Where there are behavioural problems, try the following solutions:

1.   **Consistency:** Consistency means that you understand yourself well enough that you can respond to pupils in a fair and impartial manner. It also means reliability; your behavior does not change from day to day and remains reasonably predictable to the pupils. You have to look out for some pupils who may be inconsistent and unpredictable.
2.   **Considerateness**: This means that you are considerate of the pupils you teach. You respect the pupils and are aware of their needs, their likes, and dislikes. You are considerate by taking time to listen. Considerateness helps to build rapport.

3. **Confidence**: You need confidence to make decisions that reflect careful thought on your part, decisions that are free of bias and based on all evidence. Confidence implies that you realize you like some pupils better than others, and you know why you react different to identical actions involving different pupils. Confidence is, knowing when to stand up for your opinions and decisions and when to compromise.

4. Candor means that you are open and honest in your actions with the children, your fellow worker, and yourself. It means being frank and fair; you may inevitably "put your foot in your mouth," but you will gain a reputation for being honest in your relations with others. Candor is the ability to admit a mistake and being unafraid to apologize.

Character Guidance Goals

Ryan (1993) points out that schools and teachers unconsciously and consciously attempt to educate children. More specifically, he noted that teachers help want children to:

i.   be concerned about the weak and help those who need help;
ii.   work hard and complete assignments as best as possible and promptly too;
iii. control violent tempers and practice good manners;
iv.   work cooperatively;
v.   respect authority and the rights of others;
vi.   help resolve conflicts;
vii. understand honesty, responsibility, and friendship;
viii. balance pleasure and responsibilities; and
ix.   ask themselves and decide what is the right thing to do.

Contact Parents

If a pupil misbehaves frequently in class, the teacher should contact his parents. The purpose is to involve them in solving disciplinary problems; parental involvement minimizes behavioural challenges in the classroom. In the process of doing this you should not put the parent on the defensive or blame them for their child's misbehaviour in school. Just describe the problem and say that you would appreciate any support they can give you.

The Benefits of Classroom Management Principles

There are many benefits to having well-established principles and practices in your classroom.

i.   A clear set of guidelines about what is good and unacceptable behaviour in the classroom helps you manage the class better. By capturing these as rules, you are able to refer to them if it's needed. However, for rules to be effective in a positive way, the pupils also need to understand why a particular rule exists.
ii.   These guidelines help the pupils understand what is expected of them. They know what appropriate behaviour is during lessons and during playtime. They also have some idea of how to interact with each other and why.
iii. A set of rules for behaviour makes it easier for you to organize the pupils into doing different activities in the classroom. They will know when to listen, when to talk, how to respond to questions, and so on.
iv.   Having guidelines on behaviour means that the pupils will get into the habit of treating each other well. This makes for a peaceful and cooperative classroom environment.
v.   By enabling the pupils to write their own rules and take responsibility for classroom activities, you will be encouraging them to take pride in their schooling. They are also more likely to follow those rules they have written themselves.

The techniques described above will all contribute towards positive learning. When well performed, the teacher may spend more time on teaching and less on controlling and organizing the class. Pupils will listen better in class and concentrate on their activities. They will also learn to help each other and support themselves in their studies. This will all result in an improvement in their education. They will feel better about themselves and make progress in their learning. The teacher will enjoy teaching them better.

ASSIGNMENT

1.   What is your experience in inviting a parent to complain about his/her child's' persistent bad behaviours/poor performance/lack of basic materials?

2.   Can you mention other strategies for classroom management?

3.   What in your opinion is the significance of effective classroom management?

SUMMARY

This unit covered detailed discussion of the strategies which are germane to effective classroom management. It showed that for the teacher to manage his classroom well, he/she needs to manage his chalkboard, time, sustain his pupil's interest, and needs to communicate well, watch his/her personality, and try to contact parents for bad behaviour in pupils.

It is possible that despite doing all of these there can still be problem behaviours in the classroom. Pupils may leave their seats without permission, engage in talk with fellow pupils, etc. The teacher, therefore, needs to be flexible in order to handle such situations.

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UNIT 2:   MANAGING THE LEARNER-CENTRED CLASSROOM

INTRODUCTION

The purpose of this unit is to briefly look at the ways we can plan a learner-centered curriculum.

Objectives

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

i.   identify and apply learner-centered objectives to lesson planning; and
ii.   know some of the challenges to implementing learner-centredness in a typical classroom.

ACTIVITY I

1.   Working individually, list four (4) reasons we educate learners.

S/N	Four reasons we educate learners
1.	
2.	
3.	
4.	

2.   Compare what you wrote down in 1 above with those written below, share your list with a partner in your group.

Why we educate learners

i.   To help them pass tests and examinations.
ii.   To help them become good citizens.
iii.   Ensure that they get good jobs.
iv.   To help them proceed to higher education/institution e.g. Polytechnic, College of Education and University, etc.
v.   Make sure they live a healthy and moral life.
vi.   Ensure that they have the necessary knowledge and skills to function effectively in society.
Working in your group, list some aspects of learner's life covered in the basic education curriculum.

Aspects of learner's life covered in the basic education curriculum.

S/N	Aspects of a learner's life covered in the basic education curriculum.
1.	
2.	
3.	
4.	
5.	
6.	
7.	

ACTIVITY II

Compare the aspects of a learner's life covered in the basic education curriculum you wrote down above with the ones below.

i.   Health and physical fitness.
ii.   Spiritual growth.
iii.   Moral development and values.
iv.   Home and family life.
v.   Relationships with friends and family.
vi.   Future career guidance.
vii.   Development of life skills.
viii.   Acquisition of knowledge.
ix.   Development of communication skills.
x.   Use of modern technology, e.g. computers.

ACTIVITY III

Working individually, write in the box below at least four objectives important to developing a learner-centered lesson.

Some objectives important for developing learner-centred curriculum

Compare the objectives you wrote down in step 1 with those objectives mentioned below. Then share your lists with a partner in your group.

Objectives of Developing a Learner-centered Approach

i.   Learners' needs are at the centre of what they do in the classroom.
ii.   Learners need to be encouraged to use their existing knowledge and experience to understand new information.
iii.   Learners need to be able to solve problems and make decisions using critical and creative thinking.
iv.   Learners should be able to work together with others in groups.
v.   Learners should be able to organize and manage themselves in group activities responsibly and effectively.
vi.   Learners should be able to collect, analyse, organize and critically evaluate information.
vii.   Learners should be able to communicate effectively.
viii. Learning needs to take into account the learners' cultures and beliefs.
ix.   Learning needs to take account of learners' beliefs about themselves as learners and the nature of learning.
x.   Classroom activities need to take into account social and environmental issues.
xi.   Learning should aim at encouraging learners to be good citizens.
xii.   Learning should aim at instilling appropriate values and attitudes so that learners enter the adulthood with attitudes and values shared by the majority of people in society.
xiii. Learning should encourage learners to treat all people with respect and dignity, irrespective of age and gender.

ACTIVITY IV

1.   In your groups, list any five things that could be barriers to learning for some learners.

_____
_____
_____
_____
_____

2.   In your groups, discuss ways in which teachers can identify learners who encounter barriers to learning.

_____

_____
_____
_____
_____

3.   Working individually, note which of the following barriers to learning some of your learners face. Place a tick (√) in the block in the table below.

BARRIERS TO LEARNING	✓
Poor eye – sight	

Inability to speak clearly	
Hearing problems	
Physical disability	
Difficulty in reading	
Difficulty in writing	
Difficulty in doing mathematics	
Underdeveloped physical ability (Gross motor skills)	
Underdeveloped physical ability to write (Fine motor skills)	
Difficulty in concentrating in class	
Emotional instability as a result of physical/mental abuse	
Poor self- image (low confidence levels)	
Limited short-term memory	
Difficulty in relating to other learners	
Behavioural problems	

It is important to know that any one of the barriers above can create classroom managing problems a great deal.

ASSIGNMENT

Suggest any five ways you can use to tackle some of the above effectively.

SUMMARY

In this unit, you identified the various reasons why learners are taught and the aspects of their lives covered in the basic education curriculum. You were also taught some of the important objectives for developing a learner-centred curriculum. Finally, you were taught the barriers to learning faced by pupils. Planning a learner-centred curriculum is the current and effective manner of teaching pupils currently. The basic education curriculum covers many aspects of learner's life as well as barriers to learning.

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SESP, TPD, Core Component, Module 4: **Learning Management**

UNIT 3: **MANAGING LEARNING**

INTRODUCTION:

The purpose of this unit is to explore the various kinds of routine activities that teachers have to carry out as part of their everyday functions and to discuss ways in which they can best manage learning, for example, how to use group work to encourage learning.

OBJECTIVES

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

i.   identify what is involved in managing learning;
ii.   state any three benefits of group work;
iii.   some principles of management practices.

HOW TO STUDY THIS UNIT
*   Read the unit carefully.
*   Study it by sub-headings.
*   Note important points in your notebook.

Using Group Work

Group work can be a very effective way of motivating pupils to learn by encouraging them to think, communicate, exchange ideas and thoughts, and make decisions working in groups. Pupils can learn from each other in ways that result in a powerful and active form of learning.

When to Do Group Work

Group work can be used:

i.   at the start of a lesson or topic to find out what pupils already know;
ii.   during a lesson to encourage understanding or to share views and opinions about a topic; and
iii.   at the end of a lesson to help pupils think about their learning and be clear about what they know and what they still need to understand.

Before You Start

i.   Before starting a group session, be clear about what you want to achieve from it. It needs to have a clear purpose or objective. Begin like this, for example: 'By the end of the period, we will be able to describe how rain is formed and what it does to our environment.'
ii.   Divide the class into manageable groups, depending on the size of your class, but don't make them too large – everyone needs to be able to contribute. You may have to move furniture or perhaps have some groups outside.
iii.   Give each individual a job to do in the group. These could include: pupils' serving as recorders of what's said; organisers; devil's advocate, peacekeepers, spokespersons, link persons with other groups.
iv.   Decide ways in which you will divide pupils into groups. You could use friendship groups, put similar personalities together, different personalities together, similar ability groups, mixed ability groups – or have no category at all. Which one will work best in the situation you are planning?

v.   Plan enough time for the pupils to reach a conclusion as well as time at the end of the session for each group – and you – to summarise the conclusions.

Introducing Group Work

i.   Once pupils are in their groups, explain that working together to solve a problem or reach a decision is an important part of their learning and personal development. Tell them what you expect of them in terms of behaviour (e.g. respect for each other, listening, making decisions) and individual roles (e.g. spokesperson, recorder).

ii.   Explain the task clearly and have it written on the board as well. Tell the pupils what they have to do and what the outcome of their group work should look like. This is very important because, if they do not understand what they have to do, the session will get off to a bad start. Allow pupils to ask questions before you start, and be helpful with your answers.

Managing Group Work

Check how the groups are doing. Resist the temptation to get involved too soon. Let them struggle with difficulties for a while. If you give them answers too quickly, they will come to rely on you rather than on themselves.

ACTIVITY I

In your groups, state in the box below the benefits of group work.

The benefits of group work in my classroom are as follow:

---

i.   encourages cooperation amongst pupils and also encourages good leadership.
ii.   helps in socialising for teachers.
iii.   helps to develop communication skills.
iv.   ensures that learners are active and involved.
v.   provides opportunities for the teacher to observe the learners more closely.
vi.   helps the teacher to manage large classes more effectively.
vii.   gives the teacher the opportunity to pay attention to individuals pupils while the other pupils are busy with other tasks.

ACTIVITY II

1.   Group learners and ask them to brainstorm and list all of the things that they manage as teachers. Give the following two examples to guide you.

```
        (        )                (            )              (        )
                         ( Learners Marks )

  (        )
                                                                 (            )

                      ( Things teachers manage )                        (            )
  ( Discipline )

       (            )            (            )            (            )
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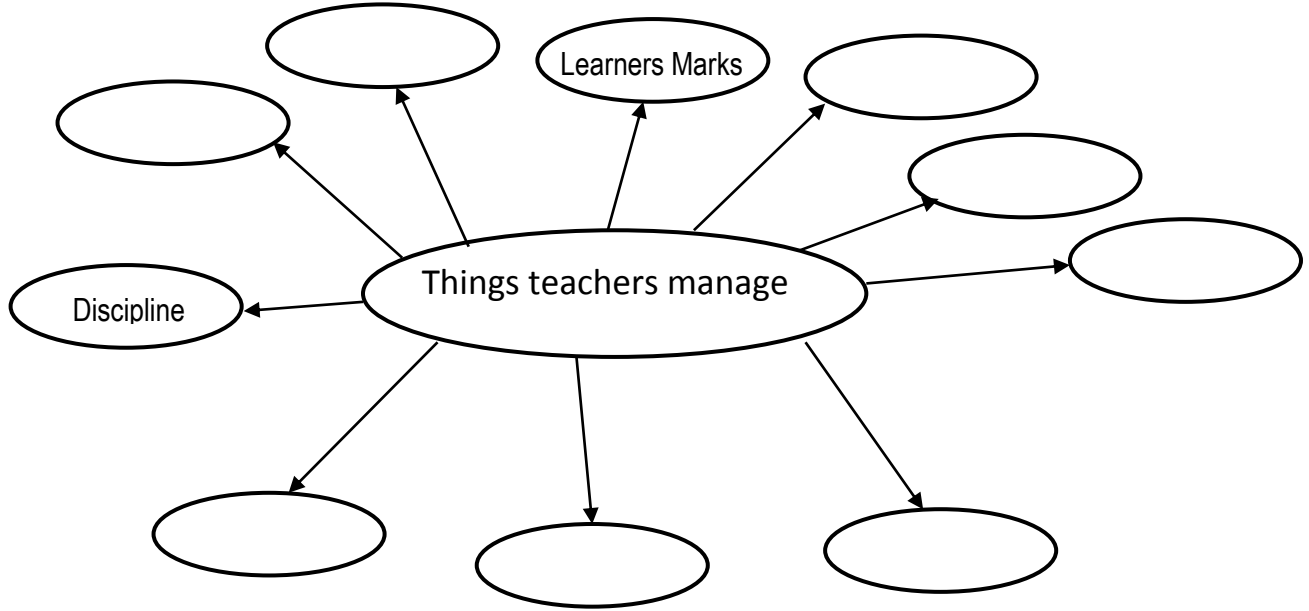
2.   They take all that they have listed from the brainstorm and place them in the appropriate category in the table below:

Areas in which you manage	What you manage
Your classroom	
Learner assessment	
Learner's records	
Materials and resources	
Teaching and learning	

ACTIVITY III

Complete the table below by indicating how you manage in the areas listed in the left hand column. Show your responses with your group.

Areas in which you manage	How you manage
Your classroom	
Learner assessment	
Learner's records	
Materials and resources	
Teaching and learning	

ACTIVITY IV

In your groups, brainstorm and list all the things that you manage in your classroom and then write down how you manage them.

What you manage in your classroom	How you manage

ACTIVITY V

In your groups, brainstorm and list all the things that you do to manage your learners, and then write how you manage them.

In what ways do you manage your learners	What you manage

ACTIVITY VI

1.   Working individually, write in the box below some of the things you do to manage learning in your classroom during lessons.

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│                                                                     │
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│                                                                     │
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└─────────────────────────────────────────────────────────────────────┘
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2.   Compare what you wrote down in step1 with those aspects mentioned in the table below. Tick (√) those which you wrote down in step 1 in the table. Then share your lists with a partner in your group.

Aspects of learning management in the classroom during lessons.	Tick (√)
The supply of materials and resources to learners such as textbooks and work sheets.	
The seating arrangement of learners in the classroom	
Group learners into groups of five or more, or in pairs	
Asking and answering questions	
Giving instructions	
Maintaining learner discipline and monitoring behaviour	
Giving demonstrations using apparatus of some kind or another.	
Monitoring learner progress in group or pair tasks and activities.	

3.   Below is a list of different management and organizational skills. Tick (√) all the ones that you have used in your classroom and make a cross (x) next to the ones that you think you would still like to try out. Add more if you wish.

Management and organizational skills	√	X
Deal with different classroom space and furniture managements.		
Set up interactive activities in groups		
Give instructions clearly to the whole class		
Organise pair work activities		
Respond effectively to learners answers and questions		
Ask questions		
Deal with interruptions and disruptions		
Get learners to stop what they are doing and give their attention to me.		
Get the whole class to respond together to a question.		
Organise group work activities.		
Get orderly feed-back from groups of learners after an activity.		
Closure end of a learning unit, or series of lessons.		
Organise pairs for peer assessment		
Set up talking and listening interactions in pairs or groups.		
Organise a cooperative learning jig-saw activity.		
Add some of your own management and organizational skills that you use in your classroom.		

Reflections on this unit

Write down your own reflections in each of the blocks below, adding details or explanations where appropriate.	
What you found interesting and helpful in this unit	What you learnt from this unit which you can apply in your teaching

What you found difficult to understand in this unit	What you learnt from this unit which you cannot apply in your teaching.
Why was this aspect difficult to understand?	Why can you not apply this in your classroom?
What can you do to help you understand this aspect?	What can you do to make it more possible for you to apply?
What you found difficult in implementing group-sitting arrangement	What can you do to make it work in your classroom?

ASSIGNMENT

What do you learn in this unit about organizing group activity?

Summary

In this unit, you learnt about the importance of group work and things you manage in the classroom. You also learnt that group work is essential to learning and enhances pupils' full participation. It gives pupils the courage and opportunity to exchange knowledge/ideas. Group work facilitates pupils' easy and effective learning through the exchange of ideas among group members. You are encouraged to form group-sitting arrangement of eight (8) or ten (10) in your classrooms to cooperative learning through interaction whereby pupils learn from each other, among other things.

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TESSA Key Resource/Materials

UNIT 4:   **TEACHING/LEARNING ENVIRONMENT: PUPILS, TEACHING, RESOURCES, AND TEACHING METHODS**

INTRODUCTION

In this unit, we shall take a look at what constitutes the Teaching/Learning environment. In other words, we shall take a look at the totality of the situation under which teaching and learning take place. We intend to look at the pupils, the teachers, the resources for teaching and learning and the teaching methods as well. The reason being that the conditions and circumstances under which children learn will determine, to a very large extent, whether or not learning will take place.

OBJECTIVES

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

1.   explain the meaning of the "teaching/learning environment";
2   mention the major components that make up the teaching/learning environment;
3.   describe what constitute a conducive teaching/learning environment; and
4.   mention factors that could militate against the creation of a conducive teaching/learning environment.

HOW TO STUDY THIS UNIT

1.   Read the introduction of the unit carefully.
2.   Read through the entire unit once.
3.   Read through the sections and make notes on the important points as you do so.
4.   Do all the activities as you come across them.

CHECK ANSWERS TO ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOK.

WORD STUDY

Environment - a place or surroundings
Conducive - suitable or comfortable

THE TEACHING/LEARNING ENVIRONMENT

It is only logical that we should start with an explanation of what constitutes the teaching/learning environment. To put it in a very simple language, we could say that the teaching/learning environment is the place, where teaching and learning take place. This definition though correct, fails to give an adequate picture of the different kinds of conditions under which teaching and learning can take place. Take for instance; teaching/learning can take place in a well built, neat and furnished classroom. It could also take place in a classroom with the roof blown off, without chairs and desks, with an uncemented floor, without writing materials, etc. These two different classrooms cannot be said to be the same "environment In other words, even though the teaching/learning environment is the place where teaching/learning take place there can be very many different types of teaching/learning environments. Some can be very conducive for teaching/learning some can be conducive, some not conducive and yet some, very conducive.

Hence, the teaching/learning environment constitutes the totality of the human and material conditions tinder which teaching and learning take place. It comprises the teacher the pupils, the classroom the learning materials teaching methods and even the surroundings of the school, Are they conducive? Are they stimulating? Do the prevailing conditions make the pupils to feel settled and get involved in learning? Or do the prevailing conditions make the pupils feel unsettled, disturbed and uninterested in learning? In short the environment under which teaching and learning take place could either promote learning or hinder it.

ACTIVITY I
What do you understand by the "teaching/learning environment"?

COMPONENTS OF THE TEACHING/LEARNING ENVIRONMENT
As you have briefly seen, the teaching/learning environment comprises the entire surrounding and conditions under which teaching and learning take place. This includes the entire school premises, the classroom, the teacher, the pupils, the
learning resources and how they are managed.

I am sure that from your experiences at school. you will be able to recall what the a teaching/learning environment was like. Perhaps you recall a school compound with a beautiful flowers planted with well painted classrooms, with good furniture, with pictures and charts on the wall, with learning equipments such as measuring
en instruments, for time, temperature, lengths, weight etc. It is possible that you had a library, a science room, an arts Room. etc.

Even the availability or otherwise of textbooks, writing materials, art and craft materials etc, can be listed as important components of the teaching/learning
environment.

CONDUCIVE TEACHING/LEARNING ENVIRONMENT
An environment that is conducive to teaching/learning is a pre-requisite for effective learning. We need not to re-mention that the school was established in the first place as a centre for learning. If the pupils fail to learn, then the purpose for setting up the school in the first place is defeated. Your major role as a teacher is to ensure that our pupils learn. To achieve this, you owe it a duty to create a conducive teaching/learning environment - at least in your classroom. How do you do this? This is what we are set out to discuss in this section.

To start with, you should know that the availability of furniture and learning materials is not enough to create a conducive teaching/learning environment. To define a conducive learning environment, we need to emphasise that it is an environment where the requisite teaching/learning materials and conditions are present and in which the pupils feel comfortable, interested and are enthusiastic to learn, In other words, the children are not bored, or uninterested in what is being taught. They are actively involved in learning - i.e. they are not noisy or naughty, and you do not need to threaten them before the' concentrate on their work.
Since we said a major task of the teacher is to create a conducive environment for teaching/learning to take place, you should ensure that the pupils are comfortable in the classroom. For example, you should ensure that there is adequate ventilation and adequate lighting. In short, you should ensure that the needs of the children arc taken care of.

This includes their feeling free to approach you with any problems they may have. After ensuring that the physical needs are catered for, next you attend to the psychological needs. These include feelings of safety from harm. A situation where the learners have fears is not ideal. The classroom environment should be made attractive and stimulating. For example 'you can do this by having pictures, models, maps etc put up on the walls and corners. This would have the effect of beautifying the classroom environment and stimulating interest in the children. Remember that it is classroom atmosphere that will determine whether or not the children will be interested, enthusiastic and involved in learning.

An additional aspect of the classroom atmosphere is the relationships existing between the teacher and the children, and among the children themselves. It is very important to establish a cordial relationship. A disharmonious social setting could do a great deal in retarding the pace of learning. In the unit on

discipline in the classroom, you will learn about the ways to go about ensuring harmony. For now, it is enough to say that learning will be enhanced where the teacher establishes good harmonious relationships in the classroom.

ACTIVITY II
List five (5) characteristics of a conducive teaching/learning environment.

FACTORS THAT MILITATE AGAINST THE CREATION OF A CONDUCIVE TEACHING/LEARNING ENVIRONMENT
Several factors could militate against the creation of a conducive teaching/learning environment. These could include:
a.   the presence of an untrained, uncommitted or inexperienced teacher;
b.   the presence of an uninspiring leadership in the school; and,
c.   poor conditions of service for the teacher.

With respect to the first point, an untrained teacher certainly has no idea about the importance of a conducive environment for learning. The inexperienced teacher knows but needs to learn how to go about translating his knowledge into reality. The uncommitted teacher however knows, but is not interested in promoting the teaching/learning environment. Such teachers you will discover are not in short supply.

The reason(s) behind their lack of commitment could include a lack of genuine interest in teaching the children; or it could be due to personal difficulties e.g. accommodation problems; or it could be as a result of disharmonious relationship with the schools leadership.
The results of all these is that the teacher is not well settled to create a conducive environment for his pupils to learn. There is no need to restate that the teacher is the most important factor in the creation of a conducive learning environment.

ASSIGNMENT
Write a one-page essay on how you will make your classroom conducive for teaching/learning.

SUMMARY
•   We have seen that the teaching/learning environment constitutes the totality of the human and material conditions under which teaching and learning take place.
•   In addition, the teaching/learning environment could be conducive or unconducive for learning.
•   The teacher's role is central in the creation of a conducive teaching/learning environment.
•   Some of the factors that militate against the formation of a conducive teaching/learning environment are"

(a)   The presence of an untrained, uncommitted or inexperienced teacher;
(b)   the presence of an uninspiring leadership in the school; and,
(c)   poor conditions of service for the teacher.

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UNIT 5: MOTIVATION: MEANING AND IMPORTANCE

INTRODUCTION
Motivation is to a teacher what an implement like a hoe or a cutlass is to a farmer. In order to clear the farm well for farming, a farmer needs and uses a sharp cutlass for that purpose. Therefore, in the process of teaching in class, a teacher makes use of motivation to help bring about learning in children.

OBJECTIVES
By the end of this unit, you should be able to:
1. state the meaning and importance of motivation;
2. explain at least two theories of motivation;
3. mention and explain two types of motivation;
4. distinguish between long and short term goals; and
5. Outline techniques which the teacher can use to motivate students.

HOW TO STUDY THIS UNIT
* Read the unit carefully.
* Note important points.
* Do all the activities.
* Understand one section before going to the other.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

WHAT IS MOTIVATION?

Motivation as a concept or an idea refers to that which initiates increases in the individual's vigour or enthusiasm for an activity. As individuals, we often have reason(s) for engaging in one form of activity or another. Motivation provides the necessary force or impetus for learning or for performing any work that is worthwhile. Motivation comes from the word motive. Motives are desires to attain certain goals. It is believed that the stronger these desires are in an individual, the greater will be the effort towards achieving the goals. Therefore, motivation ensures that an individual applies himself until a task is accomplished. An enthusiastic teacher motivates his pupils by the use of rewards mainly and at times threats of punishment.

IMPORTANCE OF MOTIVATION

Motivation is very important in learning. Children would want to understand effortlessly what the teacher wants them to understand or learn. But in actual fact this wish or desire fails to crystallize. Motivation is essential in the learning process in order to improve the learning outcomes. It provides the desire in the pupils to learn.

Through it, pupils are encouraged to listen, to express themselves through answering of questions, take part in both individual and group assignments and in fact get involved or committed in the learning process by acquiring ideas, skills, and concepts for total development. Since motivation provides the desire for the pupils to want to learn this then results in pupils getting better grades, developing higher adjustment potentials and better self-concept.

Furthermore motivation helps pupils acquire more favourable disposition towards school in general and learning in particular. Through motivation pupils' areas of interest are constantly being harnessed or used. Healthy competition can be whipped up in pupils through motivating them in groups. In problem- solving,

for example, pupils can be divided in groups to find out which group presents the solution to the problem first.   The usefulness of motivation can be summarized as follows:

1.   Its use helps pupils to pay attention in class.
2.   It can lead to self-discovery and independent inquiry.
3.   It stimulates pupils to higher achievement.
4.   It helps establish cordial relationship between teacher and pupils especially when pupils find learning less boring and less confusing.
5.   More learning outcomes are assured.
6.   When pupils achieve through motivation, attendance at school becomes regular.

THEORIES OF MOTIVATION

We have already tried to explain to you in the foregoing section of this unit what motivation is generally. In this section, we want to treat in a greater detail, the theories or views of motivation as held by different schools of thought and eminent Psychologists. We have selected Skinner from the S-R group, Piaget from the Cognitive group and we will also present Maslow's theory of hierachy of needs. In all these presentations, we will try and see how the different theories try to answer the following questions:

a)   What makes a learner start an activity?

b)   What makes a learner choose a particular activity or line of actions?

c)   What makes a learner persist in an activity and end it at a certain stage?

S-R View of Motivation

Generally, the S-R view, which you studied in module 5 explains learning in terms of establishment of S-R bonds. In the typical experiments described in Unit 3 of the last module, the animals were denied food for some time. They were then placed in a situation to induce performance of desired activities through the use of reinforcement. B.F. Skinner's theory of Operant Conditioning emphasises the impact of reinforcement. Skinner and his colleagues argue that people begin life as blank slates and that our behaviours are shaped by experiences. Therefore, Skinner and his followers explain motivation by determining why some experiences seem to arouse responses more than others.

This theory of motivation explains why a pupil is happier and more alert when the time for reading approaches than when the signal for maths is given. Early experiences of Skinner involved observing the behaviour of peageons rats that had been deprived of food and noting the way reinforcement made them persist in certain activities to obtain food. Reinforcement led to associations between stimuli and responses. Based on these experiments, a conception of motivation was proposed that stresses the importance of physiological drives and the way these serve as the basis for other motives.

A pupil could be motivated to learn in order to earn a praise like "you have done it boy" from his teacher. Teachers who favour an operant conditioning approach make sure that the physiological drives of students are satisfied. Then they can reinforce students for correct answers by using material reinforcers (prizes, pencils, books,) and non-material reinforcers (praise, pat on the shoulder). Teachers should use reinforcement to encourage students to learn and these should be supplied at the appropriate moment.

Cognitive View of Motivation

Cognitive theorists believe that individuals are motivated to learn basically because they want to learn. They become aware that they need to explore to be active and to achieve. They plan and direct their own activities to attain whatever they desire or choose. So, although external reinforcement may help, it is the individual's own interest, plan and desire to succeed that nourish and sustain his actions. Although Piaget's main interest is in intellectual development, he has much to tell us about learning and motivation.

The cognitive view of motivation stresses that human behaviour is influenced by the way individuals perceive things. Piaget says that if there is disequilibrium (dissimilarity) in children's experiences, there is an urge to overcome it.

When pupils' thinking is incorrect, questions are asked to help them revise their perceptions. Furthermore, this view encourages the use of discovery method to help pupils want to find out more about some topics or help them recognize gaps in their thinking.

This is related to Piaget's principles of equilibrium, assimilation and accommodation. According to him, pupils are born with a desire to maintain a sense of organisation and balance in their conception of the world. This he calls equilibrium.

An effort made by pupils to incorporate elements in the environment into their cognitive structure is referred to as assimilation. As new experiences are met, pupils modify their conceptions of the world. This helps them alter their responses to stimuli or things. This Piaget refers to as accommodation.

Maslow's View of Human Motivation

Maslow was a prominent Psychologist. In the early period of his career, he studied psychoanalysis and was impressed by this Freudian theory. He later on changed his mind about certain ideas in the Freudian theory, especially those relating to children. Freud in his view made children appear helpless, timid and dominated by unconscious drives.

After observing well-adjusted children (instead of abnormally mal-adjusted individuals as observed by Freud) Maslow concluded that children enjoy growing and moving forward; gaining new skills, capabilities and powers. These healthy, happy, secure children showed clearly an eagerness to grow up, to mature and to drop at the appropriate moment old adjustment techniques for newly acquired ones.

Maslow's theory of motivation presents a hierarchy of needs. Children have needs that should be satisfied or gratified. Need gratification, according to Maslow, is the most important single principle underlying all developments. As the lower needs are gratified, Maslow's principle holds that higher need emerges.

This explains why some children are more motivated to learn than others and why some individuals are better adjusted than others. The hierarchy of needs as listed by Maslow are physiological needs (food, water) at the bottom; working up through safety needs (shelter, protecting children from physical dangers), the need for self-actualization (feeling of an accomplishment), the desire to know and to understand and culminating in aesthetic needs (good taste, appreciating beauty).

These needs can be divided into two major needs:
1. Deficiency needs - physiological, safety, belongingness and love, esteem.
2. Growth needs – self-actualization, knowing and understanding, aesthetic.

MOTIVATION AND TEACHING

There is some relationship between motivation and teaching. The primary purpose of teaching is to help children learn. The teacher accomplishes this through motivating the children. They should be encouraged anytime a good effort is made towards understanding what the teacher is teaching. This eagerness to learn can be shown through answering questions voluntarily or through calling children's names by the teacher. Many children actively participate in class assignment/work or in performing their homework. But those children who fail to show some enthusiasm for learning should be encouraged through motivation. The teacher should bear this in mind while teaching.

Types of Motivation

There are two basic types of motivation somewhat based on S-R and cognitive viewpoints also.

1. **Intrinsic Motivation:** *In* this type of motivation, the activity that the child does has its own reward. It is being embarked upon for the sake of accomplishing it. Therefore, the interest is within the activity. The child engages in the study for its own sake, that is, the child studies in order to gain new ideas, concepts and experiences. Intrinsic motivation is achieved when a child reads a book for pleasure and not necessarily for a test or for passing an examination.

    The child is not expecting a prize or reward for the reading. This is an example of the type of motivation which the child imposes on himself. Acquisition of intrinsic motivation helps a child venture outside a specified curriculum or course of study. It is important to instill in children this type of motivation. When children finally leave school, they are sustained in their pursuit for more achievement in life by intrinsic motivation.

2. **Extrinsic Motivation:** This is a good example of an externally imposed motivation. The child who is extrinsically motivated learns purely for the regard that is attached to the activity. His learning is rooted in winning a prize, or getting a praise or passing well in his examination. Something is behind this activity of learning. The motivation to learning is external not within the child. The attached prizes or benefit to learning like praise, blame, rewards and even punishment can be called incentives. They help to bring about learning when used. There are two types of incentives - positive and negative incentives.

    1. Under positive incentives we have praise, prizes and marks.
    2. Negative incentives include threats and punishments.

        When a teacher tells a child - "I will flog you if you fail to recite the poem tomorrow", he is using threat to induce the child to learn.

The Role of the Teacher: A good teacher should feel very happy and satisfied when his children understand what he has taught. To accomplish this, he regularly inspires his children through good teaching and combination of motivation. The use of incentives (positive and negative) should be judiciously applied. The overuse of positive and negative incentives is not good for the child. He learns because he will receive material gifts or because he fears some punishment. Consequently the child fails to pursue the higher other motivation -intrinsic motivation. Nonetheless, it has to be emphasized that adequate motivation results in effective learning and consequently teachers are expected to use incentives to promote effective learning in children.

PRACTICAL WAYS OF USING MOTIVATION TO IMPROVE PERFORMANCE

1. Satisfy the deficiency needs - physiological, safety, belongingness, esteem. Also try to take care of growth needs.

What to do:

Physiological needs:

Remember that children are sometimes hungry and thirsty. If children have brought some food to school, time should be allowed for them to eat the food preferable during break time. Clean water should be provided in the classroom but where this is not possible; children will be encouraged to bring their own water to school.

Safety:

The classroom should be safe from all elements of hazards. Sharp objects and materials should be safely kept away so that children can move freely. The temperature of the classroom should be watched. It should not be too cold or too stuffy. Windows should be closed on a cold day while they should be opened

on a hot day. During cold season, children will be reminded to wear their pull-overs. Protect children from the bully of older children. Establish classroom routines in which children can take initiative. Don't force students to participate in new activities except they are ready to do so.

Belongingness and love:

The children in your class are your "biological children" as it were. You should show interest in all of them to help them feel that they are members of the class. One way you can do this is to learn the names of the children. Children feel happy when the teacher calls them by their names instead of using the impersonal word - you! Listen to children's complaints attentively. If a child is absent from school try to find out what is the cause.

Esteem:

Learning experiences should be arranged so that children can feel a degree of prestige, in setting mathematics problems, for example, allowance will be made so that dull children can successfully solve some of the problems. Let children be permitted at times to work towards their own goals. Assist slow learners individually.

Growth Choices:

Enhance attractions and minimize the dangers of growth choices. Avoid establishing situations that cause tension or anxiety to your children. If that happens, children will choose safety and would remain uninvolved. Make learning exciting so that children are moved to learn.

Goals and Objectives:

Goals and objectives are to be challenging and attainable. Let children be guided in the selection of goals. This will help them towards intrinsic motivation. When children have chosen their own goals, it helps to arouse and sustain interest.

Encourage Learning for its own Sake:

By this approach children are given considerable freedom to select activities that appeal to their interest. Let children dramatize situations and draw objects of interest. Provide different avenues for expressing initiatives like singing, painting, reading etc.

Provide encouragement and Incentives for Learning:

Appeal to intrinsic interests of children but sometimes it is necessary to use incentives in order to help children master knowledge and skills which are not fascinating but are necessary if children are to function in the society. As a result you may need to stimulate, persuade, inspire and even cajole children to learn some materials that are essential for everyday living or for subsequent learning.

ASSIGNMENT

1. Observe your children in class and classify them into:
   a) those who like mathematics.
   b) those who enjoy reading.
   c) those who like drawing.

2. What insight do you get from this assignment?

3. State two main differences between intrinsic and extrinsic motivation.

4.	Mention two ways each in which you can gratify each of the deficiency needs of children in your class.

SUMMARY

This unit has exposed you to:

- the meaning and importance of motivation;
- skinner, cognitive and Maslow's theories of motivation; and
- types of motivation: intrinsic and extrinsic motivation, most especially.

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UNIT 6: CLASSROOM CONTROL AND DISCIPLINE

INTRODUCTION
The classroom climate that exists between pupil and pupil and between pupil and teacher is related to teacher leadership and could affect classroom morale, conduct and discipline. The first task of any teacher, therefore, is to maintain order and discipline among his pupils. Some of the ways of creating a good learning atmosphere in the classroom so as to affect good class control are treated in this unit.

OBJECTIVES
by the end of this unit, you should be able to:
1.	state the steps to be taken in order to effect good classroom control;
2.	enumerate at least five errors to avoid in order to mention order in the classroom;
3.	identify the different characteristic traits of teachers.
4.	describe the different forms of discipline.

HOW TO STUDY THIS UNIT
1.	Read through the unit carefully.
2.	Under each heading, jot down the main points about discipline in the class, characteristics of teachers and forms of discipline.
3.	Try to complete the assigned activities without looking at the answers in the book.

CHECK ANSWERS TO ACTIVITIES AND ASSIGNMENTATTHE END OF THE BOOK

WORD STUDY

Authoritarian - Someone who likes authority. He hates to be challenged and makes sure his views are upheld always.

Benevolent - Kindness, considerate, sympathetic. These are adjectives to qualify this character.

Autocratic - used to qualify or describe someone withc6mplete control of power.

Democratic - Used to describe a situation that operates with the involvement of everybody concerned.

STEPS IN CLASSROOM CONTROL
Steps to be taken to ensure good class control include the following.

**(i)	Sound Preparation**
	When a teacher is not properly prepared for his lesson, it almost always shows.
	He is restless in front of the class, repeats words and sentences unnecessarily.
	He gets angry upon the slightest provocation. To be in control you must prepare
	your lessons well, together with materials. This gives you confidence when you
	stand before your class.

**(ii)	The Teacher's own personality**
	The way the teacher dresses, speaks, and conducts himself in front of the class speaks volume
	about his personality. The way the pupils rate you goes a long way in determining how much they
	respect you.
	You must control your temperament and emotions, to act thoughtfully and with facts. A teacher
	who is too authoritarian is also killing the spirit as teaching and learning are a living, moving

experience. Neither should you be too permissive allowing your pupils to make a laughing stock out of you. Always endeavour to be friendly with your students in order to win their confidence. At the same time, you must be firm.

(iii)   Co-operation

Co-operation between the teacher and pupils can be introduced in the classroom without endangering control. Some routine tasks to enhance co-operation arc as follow:

1.   Allow pupils to distribute books and other items meant for the class.
2.   Allow pupils to volunteer to clean the chalkboard.
3.   Make a list of late comers and absentees.
4.   Allow them to clean the cupboards and keep other pieces of furniture tidy.

Class rules should be discussed and arrived at and class officials chosen through election. By doing this the teacher is helping the pupils to control themselves.

(iv)   Simple, clear Instruction

All instructions should be unambiguous in order to avoid confusion and misinterpretation.

(v)   Order before Teaching or making announcements

Make sure that some relative order has been maintained in the class before you commence teaching or making any announcement. This can be achieved if you,

(a)   Stand still in front of the class and stare sharply at the pupils until they recognise your presence and calm down.
(b)   Call the names of one or two of those who are making the most noise.

(vi)   Learning the pupils' names

Learning the names of your pupils as soon as possible helps to create a friendly atmosphere. A pupil addressed by his name will pay attention far more easily than if he is referred to as 'you'.

(vii)   Be positive not negative

Praise when necessary. Correct cautiously.

(viii)   Good voice habit

Be audible in your speech but not to shout. Shouting is as ineffective as being too low in speech. Minimize certain habits associated with speech e.g. 'you know', 'elm', 'so' etc.

(ix)   Always consider individual differences

The teacher must realize that the pupils under him are different individuals with specific individual characteristics. You must recognise these characteristics and use them to their advantage.

ERRORS TO AVOID

3.   Do not use the bell or bang the desk to solicit for silence.
4.   Do not ridicule children or use slighting remarks or insult the pupils.
5.   Rather than watch out for faults in your pupils as if witch hunting you should trust your pupils.
6.   Do not let children leave their desks without permission so as to avoid disorder.
7.   There should be no free play in the classroom, plays involving jumping running etc must be carried out outside the classroom.
8.   Avoid keeping children in school after official closing hours.

TYPES OF TEACHERS

The following are types of teachers categorised according to their attitude to the class under them.

Identify the ones to emulate and those to avoid.

1. **The take-it-easy Teacher**
   The take it easy teacher maintains no discipline, is lazy and has no defined goals. He never discourages or encourages his pupils. He rarely arrives at any decisions and does not know how to deal with his pupils.
2. **The Authoritarian teacher**
   He permits no deviation from his rules. He has rules and regulations which must be kept without complaint. His forms of punishment are many and harsh. He keeps constant watch over his pupils and easily finds faults with them. He seldom praises his pupils as he thinks that this will make them lazy.
3. **The Benevolent Autocratic Teacher**
   This teacher, although seen by his pupils as Autocratic, does not know in real sense that he is Autocratic. He is interested in his pupils and never falls to praise them for any good performance. The fault with him is that he feels that his own ways of doing things are the best and therefore insists that things must be done in his own way. He is not ready to take advice from anybody. All the pupils must conform to the set standards in their work, talk and general behaviour in the classroom. He is not ready to lose in any argument but struggles to win always. This results in most pupils liking him personally but hating his method.
4. **The Democratic teacher**
   He is co-operative and willing to share planning and decision making with all his class. He gives help, guidance and assistance readily to individuals who need it, while at the same time keeping the class busy. He believes in and encourages group participation as much as possible among his pupils. He is objective and impartial in dealing with his pupils and seldom, if ever used punishment to foster learning. He praises and rewards his pupils for any good work done. All these lead to the pupils liking the teacher and wanting to be near him.

CONTROL AND DISCIPLINE

Class discipline is the training which produces in children, self- restraint, orderliness, good conduct, co-operations, and the habit of getting the best out of themselves. It involves intellectual and moral education as against mere order and instruction.

PURPOSE OF CLASS DISCIPLINE

Among other things, class discipline is aimed at achieving two broad purposes.
(a)   Giving the right atmosphere for work to go on.
(b)   Helping children to learn the habit of self- control and orderly behaviour.

FACTORS THAT AID DISCIPLINE

1. The school society should be congenial for interaction with virtues such as hard work, promotion of morality, fair play on display all the time.
2. In class activity, strive to keep all children busy.
3. Be firm and at the same time kind.
4. Be consistent in your actions applying justice with explanation to show it is for the good of the offender.
5. Do not punish the whole class for an offence committed by one member of the class.
6. Have a few rules at a time and ensure that they are kept. Too many rules may in itself create avenues for breaking them.
7. Be mindful of the fact that bad home training including lack of care could manifest itself in children who may exhibit these in school.

FORMS OF DISCIPLINE

1. **Authoritarian Discipline.** This is a direct result of excessive control of children. The following are the likely results:
    (i)   Passive submission to authority by pupils while nursing a marked hatred for it.
    (ii)   Pupils could become irritable and unwilling to co-operate.
    (iii)   Back-biting and truancy could result.
    (iv)   Lack of initiative and creativity for fear of offending the teacher.
    (v)   Children lose confidence in themselves.
    (vi)   It kills enthusiasm in children.
    (vii)   Since the classroom is always a repressed one tension is always present.

2. **Permissive Discipline**
    Because of the complete absence of any form of control or imposition of any externally set standard the following are the results:
    i.   Assertive children have room to become aggressive and bully and become ruthless.
    ii.   Insecurity prevails in the class with bullys acting as heroes.
    iii.   The situation encourages introverts to withdraw further from class activities.
    iv.   Everyone does what he wants so there is no team work.
    v.   The atmosphere is often filled with shifting of blame and finding of scapegoats.
    vi.   The morale of the class is generally low.

3. **Democratic Discipline**
    Here the teacher allows participation of pupils in the teaching and learning process thus creating enthusiasm for learning. It is a warm dynamic classroom which has the following outcomes:
    i.   Children are friendly and co-operative.
    ii.   Children think more independently.
    iii.   Morale in the classroom is bound to be high.
    iv.   Children build confidence in the teacher.
    v.   Initiative and creativity arc encouraged among the children.
    vi.   The pupils gradually develop self - confidence.

ACTIVITY I
1. List the adverse effects of authoritarian discipline.
2. Discuss other factors outside the school that promote indiscipline among youth.
3. In your opinion, how can the P.T.A. help teachers in promoting discipline among students?

ASSIGNMENT

1. You are a new teacher assigned to a class. What steps could you take to demonstrate your confidence and control capacity?
2. Of the various types of teachers we have examined, which one would you suggest is the best for the class?
3. State at least 3 speech mannerisms that we should discourage in class.
4. What is the principle of addressing an audience such as a class?

SUMMARY
In this unit we have dealt with classroom control and discipline as a major heading.
•   For effective teaching and learning, an environment that is conducive is very important. In the school, many variables interact and compete for attention and so there is the need for a firm control and a definite direction to lead the school.

•	For this reason, we have examined elements such as sound preparation, the teacher's personality etc. which could affect discipline in the school. We have
also examined types of teachers as well as control and discipline. These factors arc important if the school is to achieve its desired purpose.

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UNIT 7: RECORD KEEPING BY CLASS TEACHER

INTRODUCTION
In this unit you are going to learn about record keeping by the class teacher i.e., the types of record to be kept by the class teacher. Just like the headmaster records that are kept by the class teacher should help him to do his work effectively. You can therefore see that the teacher has other responsibilities apart from the actual teaching.

OBJECTIVES
By the end of this unit you should be able to:
1) list and explain the types of records a class teacher should keep;
2) state in some ways the importance of such records; and
3) differentiate between records kept by the class teacher and those that are kept by the head teacher.

HOW TO STUDY THIS UNIT
a. Start reading the unit by taking a proper note of the introduction and the objectives of the unit.
b. Read through the unit carefully and attentively.
c. Check for difficult words in the word study. You can also use your dictionary.
d. Read through the unit step by step.
e. Attempt the activities given as you go through the unit and attempt the assignment given at the end of the unit.
 Check answers to the activities and assignment at the **end of this book.**

WORD STUDY
Differentiate: to show that two or more things are not the same.
Backward: not improving or progressing.
At a glance: to look at something briefly.
Reliable: to depend on completely.

THE CLASS TEACHER
Some of the records that a class teacher can keep include:
a. Attendance Register
b. Continuous Assessment Record Book
c. Report cards
d. Lesson Notebooks
e. Record of Work Book

The Attendance Register
This book which is kept by the class teacher helps to know whether a child comes to school regularly or not. These registers are distributed to the teachers at the beginning of each school year to enable the teacher to record the attendance of each child in the class throughout the school year. The record indicates that a child is present or absent from school. The record is kept on a daily basis. In some schools it is kept twice a day i.e. in the morning and in the afternoon.
 The keeping of this record, helps the teacher in a number of ways. It helps him to trace the attendance record of any child that is considered backward, as irregular attendance can lead to that. It helps the teacher to see at a glance which parents he should visit in order to discuss the problem of poor attendance of their children.
Poor attendance to school by a child can be as a result of poor health or influence of bad friends or some other reasons. If the teachers are able to trace the cause, he will then be in a position to advise the parents on what they can do to solve the problem.

Continuous Assessment Record Book
Continuous assessment involves an attempt to test and examine the child on a regular basis instead of a single examination to be given at the end of the term or the school year. The child can be assessed, may be after teaching a course unit and
• the child can be assessed as many times as possible. Each time the child is assessed,
• the teacher records the result.
Continuous assessment provides a lot of reliable information about the child. This is because it gives a picture of the child's performance over a long period unlike the single examination system that shows only what the child can do at a particular time i.e., at the end of the term or the school year.
The continuous assessment system is very much in use nowadays. By testing and assessing a child from time to time the teacher gets to know the performance of each child. From such information the teacher will know which child needs his attention. The assessment can take the forms of tests, simple examinations, assignment, quiz etc.

ACTIVITY I
State any two uses of the attendance register.

Report Cards
In addition to keeping the continuous assessment record book, report cards should be prepared by the teacher at the end of each term and given to the pupils, who will in turn take to their parents The report card should indicate the performance of the child in each subject with comments as to how the child has performed. From this parents will know how the child has performed and whether or not the child is likely to obtain promotion to the next class at the end of the school year.
The report card should provide space for the games master, housemaster and others to record their views of the child's development- The class teacher, as well as the housemaster and game master should keep brief notes about each child during the term, and which can be referred to at the end of the term for accurate information as to the child's performance.

Lesson Note Book
This is also kept by the class teacher. It is important that before a teacher goes in to teach a class, he has to prepare his lesson in this notebook.
It is a book that contains the daily preparation of the teacher for the different subjects to be covered and the activities to be carried out for each day. The lesson notebook serves as an aid to the teacher in the course of teaching as he cannot rely completely on his memory. It reminds him of each step as he teaches.
The lesson note for each day should contain the following important information:
a. general information such as the topic, date, time of the day, duration of the lesson, age, sex and class.
b. aims and objectives, previous knowledge, introduction, presentation, conclusion, children's activities including assignment. These have been treated in details under preparation of lesson note.

Record Work Book
This book is for the class teacher to record at the end of the week what he has actually taught to the class during the week. By keeping this record, the teacher will know the area covered as well as area not covered. Also when a new teacher takes over from another one, he will know where to start even without someone directing him. This he can simply do by looking at the Record Work Book. Once this record is well kept, the new teacher will not have to depend on what the class will tell him in case the teacher he is taking over from is not there.
It is important for the class teacher to record in this book what he teaches every week. He should not record what he has not taught or what he hopes to teach. With the record well kept, a change in a teacher will not affect the children very much especially with regards to what to teacher.

ACTIVITY II
Write short descriptive note on:
a. Report Card;
b. Lesson notebook.

ASSIGNMENT
1. List and explain any two records that are kept by a class teacher.
2. List and explain any two records that the headmaster should keep in his school.

SUMMARY
- In this unit you have learnt about the types of records that a class teacher can keep in addition to his actual teaching.
- The type of records a class teacher can keep include: the attendance register, the continuous assessment record book, the report cards, the lesson notebook and the record of work book.
- You have also learnt some of the ways in which these records can be usefi.il to the class teacher e.g. the attendance register shows which child comes to school regularly and which child does not.
- You should now be able to differentiate between the records kept by the head teacher and those that are kept by the class teacher.

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MODULE SEVEN: METHODS OF TEACHING

UNIT 1:   THE CURRICULUM AND SYLLABUS

INTRODUCTION

Sometimes, educators including teachers and school administrators use the terms curriculum and syllabus as if both terms mean the same thing. Both terms do not mean the same thing. The prescribed content of what we study in school in terms of the subjects listed for a particular course, is the syllabus for that particular course,; Curriculum, on the other hand, involves something more than the listed subjects prescribed for a course in addition to formulating the objectives, curriculum specifies the subjects to be offered. It also involves consideration of the process of teaching (i.e. the methodology). Besides, curriculum involves contextual or environmental considerations, (i.e. where and when a subject is to be taught). For example, all that we have been discussing in this module fall within the broad field of curriculum.

It could, therefore, be simply stated that syllabus is only a part of the curriculum. It involves the listed subjects to be offered in a pa4icular course. The procedure in starting such subjects is the arrangement and organization of such subjects as to the methods of teaching them, when to teach them, how long to teach them and how to evaluate them, constitute what we generally call curriculum. In this Unit, we shall discuss in greater detail, the difference and relationship between the terms curriculum and syllabus.

OBJECTIVES

By the end of this unit, you should be able to:
1.   define the term curriculum;
2.   defined the term syllabus;
3.   distinguish between the term curriculum and the term syllabus; and
4.   illustrate by the use of a diagram the relationship between syllabus and curriculum.

HOW TO STUDY THIS UNIT

1.   Read through this unit once.
       Note the important ideas as you read. Also, as you read, look up the unfamiliar
       words in your dictionary.
2.   After reading through the unit once, go back and study the unit step by step as has been arranged
       for you. Attempt all the activities given. Do not look at the sample answers provided at the end of
       the booklet before attempting the exercises.
3.   Try and observe all the stated rules. Do not forget to attempt the assignment given at the end of the
       unit. If you do all the above, you will certainly benefit from this unit.

CHECK THE ANSWERS TO YOUR ACTIVITIES AND ASSIGNMENTS AT THE END OF THIS BOOK

WORD STUDY

Curriculum: The learning experiences planned and directed by the school for the purposes of enabling or helping learners to acquire basic skills, knowledge, competencies, and positive self-image in order to be able to function effectively in society.

Syllabus: The prescribed content of what is to be studied in school in ten of subjects for a particular course within a particular period. It is only a part of what is called curriculum.

Macro: The larger or all-embracing aspect of a whole.
Micro: The opposite of macro. It refers to a small part of the larger body or process
Engulfed: Covered up by something
Deliberate: Done purposely

THE CONCEPT OF CURRICULUM

The word curriculum would appear to mean different things to different people. The way a person defines curriculum depends on the person's orientation as to what curriculum is or is not. The word curriculum is derived from a Latin word "currere which means a running course. Apart from this derived meaning of curriculum, we often discover that many of the definitions of curriculum tend to confuse the learner than help him master what the word curriculum readily means. For our purposes, here, we will define curriculum as learning experiences planned and directed by the school for the purposes of enabling the learners to acquire basic skills, competences, Knowledge and positive behaviours in order to be able to function appropriately in their society. Essentially, curriculum involves the determination of what behavioural changes are expected of the learners (objectives) what consideration of what the child has to study in school, how such could be studied, (process/methodology), when such would be studied and for how long (duration), where the studies will take place (context/environment) and finally how the learning will be evaluated (evaluation)

CURRICULUM
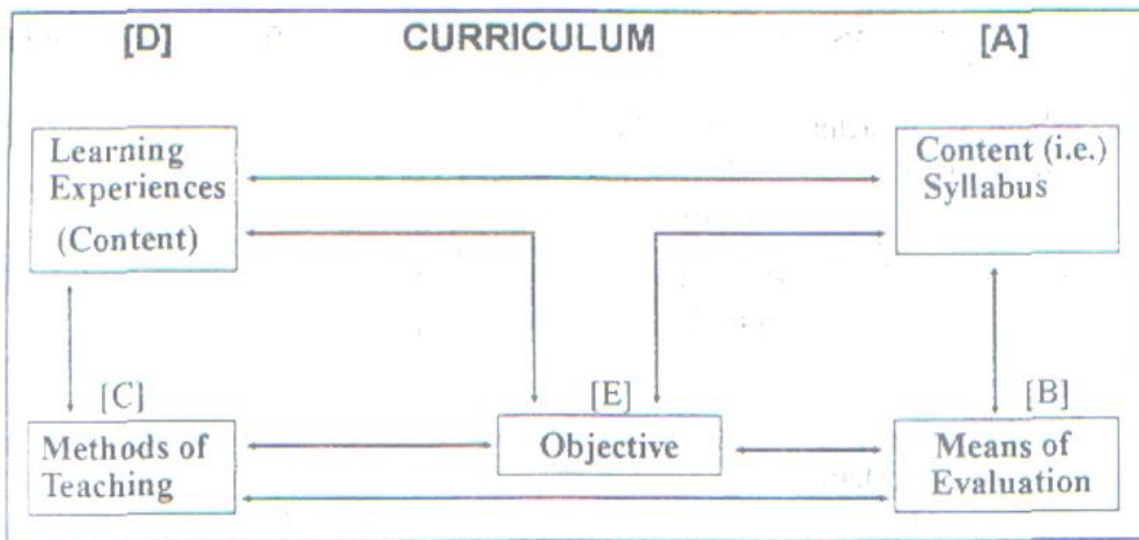
Fig 1: Curriculum and its Sub - Systems

The diagram above illustrates the essential aspects of curriculum. Notice, for instance, that content (generally referred to as syllabus) is only an aspect of the overall concern of curriculum, therefore, deals with more than the content of education; i.e. what the learners are expected to learn. In addition, it deals with such other aspects like the learning experiences of individual learners, the methods of teaching and the means of evaluating the learning outcomes. These aspects are t out through the curriculum objectives. Finally, it must be pointed out that the most central word in defining curriculum is the element of deliberate planning. Planning for content, leaning experiences, methods of teaching, and means of evaluation done through specified objectives is the main purpose of curriculum in education.

ACTIVITY I
1. Define the term Curriculum.
2. Why do people define curriculum in various ways?
3. A good definition of curriculum must contain one essential word. What is the word?

THE SYLLABUS
First of all, it must be pointed out here that the term syllabus is fast loosing currency as an educational term. What this means is that in modem educational thinking, people no longer really stick to the term. Its use has been engulfed in the umbrella term curriculum. However, you need to know what syllabus means. The term generally refers to a list of topics or a collection or outline of what pupils' or students should study in a given year or specified period of teaching. It is a brief outline of the ground to be covered in a course of lessons or lectures. Broadly speaking, it is that aspect of curriculum that lists subjects to be taught in a given course or programme. Before now, the most common way of organizing the curriculum was to break it up into aspects called objects such as History, Chemistry, Biology, Physics, Mathematics, Religious Studies, English, Social Studies, Integrated Science. Often, the total of this course arrangement may be referred to as the syllabus. The outline 'of the syllabus', therefore, tended to guide the teacher on the extent of work involved in a particular class. It must be pointed out, however, that the term syllabus can only be discussed meaningfully in terms of content considerations in the curriculum. It is part of the curriculum and not the curriculum itself. However, like curriculum content selection, the syllabus entails elements of deliberate planning.

ACTIVITY II
1. Define the term syllabus in your own words.
2. What arguments can you present to justify that the term syllabus is not the same as the term curriculum?

ASSIGNMENT
1. By the use of a diagram illustrate curriculum and its various sub-systems.
2. Why is syllabus not the same as curriculum but only a micro aspect of curriculum?
3. What really does the term syllabus mean?

SUMMARY
In this unit, we have tried to discuss the terms curriculum and syllabus. It has been pointed out that previously, most people regarded both terms as one and the same thing. They are not. The curriculum is the macro or bigger aspect of the planned learning experiences that learner's encounter in school under the guidance of teachers. The syllabus, on the other hand, is the content selected and arranged for the learners. It is the micro aspect of curriculum.
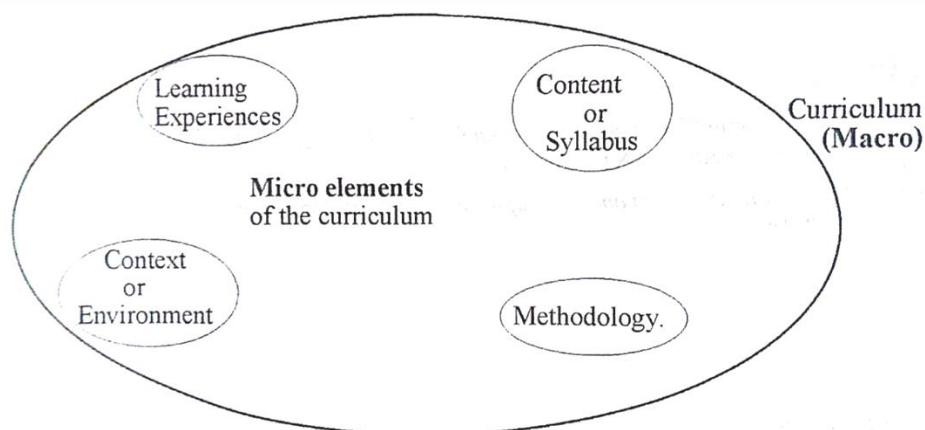
Fig II: The Macro and Micro Elements of the Curriculum.
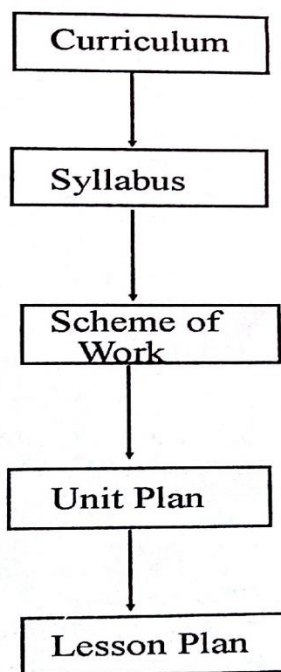
Fig. III: Levels of Instructional Plan

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UNIT 2: THE SCHEME OF WORK, UNIT AND LESSON PLANNING

INTRODUCTION
The curriculum and syllabus being used in our schools today are forms of instructional materials. This is so because they guide the teacher in determining what should be taught to students in each subject and for each year. However; these instructional plans are not planned by the teacher, they are prepared at the national or state levels. There are some instructional plans which the teacher makes. They include the scheme of work, unit, and lesson plans. These three plans are inter-related because the unit plan is derived from the syllabus while the lesson plan is derived from the unit plan.

You must be familiar with these terms as a teacher. However, we shall devote this unit to a discussion of these instructional plans in order to understand their importance and use.

OBJECTIVES
By the end of this unit, von should be able to:
1. Explain the relationship between the unit plan and the scheme of work, and between the lesson plan and unit plan; -
2. List the various components of the unit and lesson plans; and
3. Differentiate between the unit objectives and lesson objectives.

HOW TO STUDY THIS UNIT
INSTRUCTIONS
1. Read through this unit carefully once. As you do so, try to understand the general message of the unit.
2. Repeat the study of each section, this time, and more care- fully. As you do so, check- up unfamiliar words in your dictionary.
3. Try to do all the activities presented after each section in the order they are given, but do not check-up the answers before doing the activities and the assignment
4. When you have completed the last task that is the assignment, check- up to find out how correct you are from the answers.

CHECK THE ANSWERS TO THE ACTIVITIES AND ASSIGNMENTS AT THE END OF THIS BOOK

WORD STUDY
Scheme of Work - This is the sub - division of the entire syllabus into specific portions. The portions show the content and learning experiences that should be studied in a given subject every term (or even every week) of the academic year.

It is drawn up by the teacher, and it is based on the syllabus.

Unit of Instruction - This is sometimes called teaching- learning unit. It is derived from the scheme of work. It is the content and learning experiences often existing as inter-related ideas in a given subject which are meant to be covered
within a period of a few weeks (usually 2 - 6 weeks)

Lesson Plan   - A planned and organized amount of subject matter and learning activities that a teacher prepares and exposes learners to for duration of one lesson period. It is derived from the unit plan.

THE SCHEME OF WORK
We saw in the previous unit the meaning of syllabus. The classroom teacher does not contribute very much in the preparation of the syllabus. It is at the levels of the scheme of work, unit and lesson planning that the teacher is very involved.

When the syllabus gets to the schools, there is the need to divide the yearly content of the syllabus into definite amounts of work that may be covered per term. If there were, for instance, forty -five topics to be covered for the senior secondary school Biology (for the three years) there would be about fifteen topics per year 'When the biology teacher splits the year's work into portions that may be studied every term, we have what is called the scheme of work. The scheme of work, therefore, describes the sub - division of the syllabus into portions reflecting the content and learning experiences that should be treated every term of the academic year.

The scheme of work is very important to the teacher. It guides him in planning the units of instruction (and consequently the daily lessons) in line with the time available for each subject in the term. It indicates not only what has to be covered in each term of the year, but also the sequence of treatment of topics. The scheme of work also guides supervisors of schools in determining the efforts of the schools, Teachers towards meeting the societal demands on-them.

At the end of instruction on any topic in the scheme of work, the same is entered in the diary called the "record of work". The record of work helps to determine whether all the topics listed in the scheme of work for the term(s) have actually been treated by the teacher(s).

The scheme of work is a guide to the planning of units of work. If, for instance, the scheme of work for the term (of twelve weeks duration) indicates that four topics should be studied during that term, the information is useful in unit planning. The teacher may decide to form each topic into a unit (of three weeks duration). There may, therefore, be a total of four units from the term's scheme of work. Thus, the plan may not be successfully done without close reference to the scheme of work. This is so because the scheme not only identifies the content to be taught but also suggests the amount of time that may be devoted to each of the contents.

The relationships among the various levels of instructional plans may be illustrated diagrammatically.
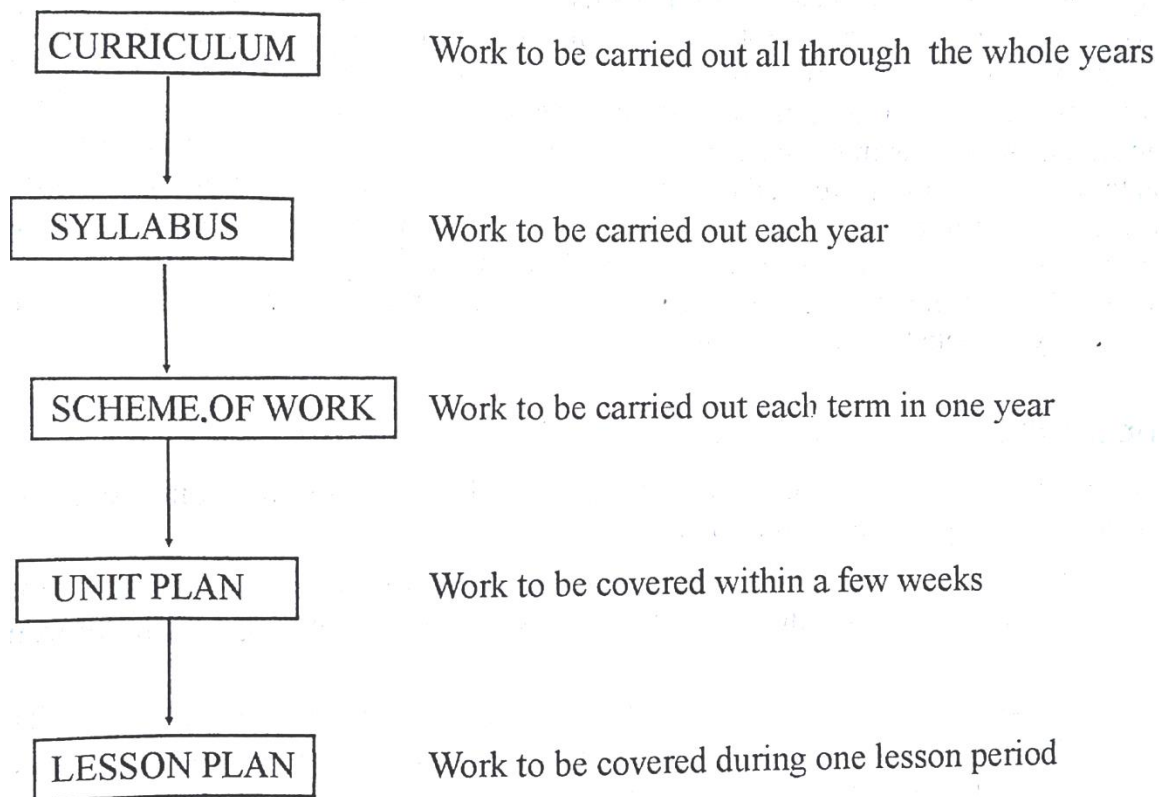
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┌──────────────┐
│  CURRICULUM  │      Work to be carried out all through the whole years
└──────────────┘
       │
       ↓
┌──────────────┐
│  SYLLABUS    │      Work to be carried out each year
└──────────────┘
       │
       ↓
┌──────────────┐
│SCHEME.OF WORK│      Work to be carried out each term in one year
└──────────────┘
       │
       ↓
┌──────────────┐
│  UNIT PLAN   │      Work to be covered within a few weeks
└──────────────┘
       │
       ↓
┌──────────────┐
│ LESSON PLAN  │      Work to be covered during one lesson period
└──────────────┘
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Fig. I: Relationships among levels of Instructional Plans

ACTIVITY I
1.   Explain the relationship between the scheme of work and the syllabus.

THE UNIT
When the scheme of work for each term has been outlined in the sequence that the selected content and learning experiences should be presented to the learner, it becomes necessary to break down further the term's work into smaller portions that can be treated within a period of a few weeks. We may, therefore, describe the teaching - learning unit as the organized sequence of content and learning experiences derived from an analysis of the term's scheme of work designed to be covered by the class within a period of about two to six weeks. A teaching - learning unit is not just any selection of subject matter and learning experience that can be covered within a few weeks. There is the need for the said subject matter topics to be somewhat homogenous in the sense that they must be inter - related. Topics that have no relationships with each other can hardly constitute a unit. The idea of unit suggests some kind of unity or relationships of the concepts being taught or learned. Thus, in order to select and plan subject matter and learning experiences that may pass, for units of instruction, there must be some homogeneity, some point of focus, or same integrative threads running through the selected subject matter and learning experiences.

The unity of content or subject matter in a teaching - learning unit may be illustrated, using an example in biology. A unit of instruction or teaching - learning unit in biology may include such subject - matter as the Nervous System - nerves, the brain's structure, the spinal cord, nervous co-ordination, and central nervous system. A close examination of the subject matter of the topics outlined above will easily convince one that there is a unity, some close relationships among them. All are related to the main theme - the nervous system. Consider another example of a unit of instruction - the circulatory system. A unit on the circulatory system will contain related subject matter such as the heart, its parts and functions; blood,

arteries and veins, the process of circulation in mammals. Again, as in the case of the nervous system, the subject -matter or topics of this latter unit are jilter - related or homogeneous. Think of the possibility of combining the following topics into one unit of instruction; the brain, the teeth, the skin and the functions of the ear, There is no doubt that all the above can be taught within a period of four weeks, but the subject - matter or topics are not related. As a result, these cannot reasonably be constituted into a unit.

IMPORTANCE OF THE UNIT PLAN
The unit plan is very important for the teacher. The following are some reasons why teachers should prepare the unit plans:
1.	When the unit plans arc prepared by teachers from the scheme-of work, there is greater possibility that the relevant aspects of the syllabus will be thoroughly covered.
2.	When unit plans are prepared by teachers, time is more wisely used. This is because the teacher selects for the unit the amount of subject matter that can be studied within the duration of the unit plan.
3.	Unit plans guide teachers to decide on what to teach, how to teach, and with what.
	4. Unit plans drawn up by teachers help supervisors to evaluate the effectiveness of teachers. The supervisors use it to identify teachers who know their subjects well as, well as the rate at which the teachers teach.
4.	Unit plans may be a guide to substitute teachers, in determining what to do and how. A substitute teacher is the teacher who temporarily takes the place of a regular teacher when the regular teacher is unavoidably absent.

COMPONENTS OF A UNIT PLAN
There is no bard and fast rule about the exact number of components that a good unit plan should have. There are, however, some important parts of the unit plan. These include the subject, class, unit title, sub-unit titles, duration, entry (entering) behaviour, unit objectives, unit content and concepts, methods and activities, unit resources, and evaluation techniques.

You have been writing unit and lesson plans; so, you should be familiar with most of the components. However, you need to be reminded that the unit objectives are preferably stated in **general** rather than **specific** terms. Recall what you learned in unit 2 about types of objectives. General objectives are often used for unit plans because the unit plan is a plan for several lesson periods. In this particular case, if there are two lesson periods for history in the week then the unit will take eight lessons. If we outline the specific objectives for eight lessons, we shall have a list that is too long for any unit plan. Furthermore the unit plan tells us in broad or general outline what to teach during the few weeks. The statements of objectives should also be general rather than specific.ie specific objectives are used for lesson plans.

Now look at the sample unit plan below and study it. Try to understand what each component means and be able to prepare yourself. We need to state, however, that there are many ways of preparing the unit plan. Some people use the tabular approach.

Some may modify or alter the sequence of the components. Whichever you may wish to adopt, ensure that the essential components are represented.

A SAMPLE UNIT PLAN
Subject: West African History
Class: S.S.S.2
Average age of Students: 16 years +
Unit title: The Songhai Empire
Duration: 4 weeks of 2 lesson periods per week.

Sub-Unit Titles
1. Origins, rise and expansion of the empire (1 week)
2. Islamization of the empire (1 week)
3. Decline of the empire (1 week)
4. Consequences of the collapse of the empire (1 week)
   Entering behaviour: The students have studied and can effectively discuss the
   histories of Ghana and Mali Empires. They know the position
   occupied by Songhai Empire's neighbours.

Unit Objectives: By the end of instruction on the unit, the students should be
table to:
1. Identify specific facts related to the empire of Songhai;
2. Describe the social, political, and economic factors leading to the rise and expansion of the empire;
3. Explain the role of tire religious factor in the rise of Songhai Empire;
4. Analyze the causes of major events such as the rise and fall of the empire;
5. Evaluate the results of the fall of Songhai Empire;
6. Analyze diverse points of view

Content and Concepts of the Unit
1. Origins, rise and expansion of Songhai empire
   (a) Position and original inhabitants of Songhai Empire
   (b) Factors leading to the rise and expansion of Songhai
   (c) Political boundaries at the zenith of Songhai's power
2. Islamisation of the empire
   (a) Origin or introduction of Islam into Songhai Empire
   (b) Muslim rulers of the empire
   (c) The Jihad of Toure the Great
3. Decline of the empire
   (a) Factors leading to the decline of Songhai empire
   (b) Internal factors in the fall of Songhai empire
   (c) The external factors in the fall of the empire
   (d) Comparing the external and the internal factors
4. Consequences of the collapse of the Empire
   (a) Political consequences of the collapse of the Empire
   (b) Social consequences of the fall of Songhai Empire
   (c) Economic consequences of the fall of Songhai Empire.

METHODS AND ACTIVITIES
A combination of lecture, discussion; debate, and project methods of instruction will be used for the unit.
The lessons will be introduced using the lecture method. The controversial issues below will be debated
by selected members of the class:
i. the most significant contributor to the rise of the Empire.
ii. The more important factor - external or internal - in the fall of the empire. The general ideas will be
discussed by the entire class while some aspects of the unit will form the bases of projects.
Students' activities will include participation in the class projects, discussions and debates. The teacher
working with students will produce required teaching aids.

Unit Resources
Maps of Sudan in the 16th century, map of Songhai Empire at its greatest height of power; a drawing
showing Askiya Muhammad Toure the Great going on his pilgrimage; a chart showing important land -
marks in the history of Songhai Empire. The reference text is School Certificate History of West Africa

by Onwubiko, chapters 7 and 8.

The presentation of the content and provision of learning activities will follow the sequence outlined above with the learners being exposed to the appropriate experiences - discussion, debate, project and assignment.

a)   **Evaluation Procedures**
In the course of the unit, and at the end, students will be assessed using quizzes, assignments, oral and written tests.
Students will be expected to answer the following questions:
(a)   Explain the socio-economic factors, that led to the rise and expansion of Songhai Empire.
(b)   Would you agree that the religious factor, more than any other, led to the development and expansion of the empire?
(c)   Examine the role of Askiya Toure the Great in the history of Songhai Empire.
(d)   Which was more crucial in the collapse of the empire the internal or the external factors?
(e)   Trace the history of the Songhai Empire from the Moroccan conquest to the end of the empire.
(f)   Outline and discuss the consequences of the fall of Songhai Empire for West Africa.

A close observation of the unit plan will reveal the significance of instructional objectives in the plan. The objectives form the basis on which evaluation of the unit is designed.

ACTIVITY II
1.   What is a unit plan?
2.   Give three reasons why the unit plan is important.
3.   Why is it preferable to use **general** rather than specific objectives in stating the unit objectives?

LESSON PLANNING
The lesson is the lowest or most specific level of instructional plans. It is derived from the analysis of the unit plan. Thus, when the unit title is broken down into smaller topics and sub-topics, we have the lesson topic which can be used to plan a lesson. The lesson plan may, therefore, be described as a planned organized amount of subject - matter and learning experiences that the teacher will communicate to the learners with details of how the instruction will take place within a lesson period. We may still describe the lesson plan as a structured series of sequentially organized subject matter and learning experiences which derive from an analysis of the teaching - learning unit plan, and involves statements of behaviourally stated objectives and such other elements as instructional resources, methods, procedure and evaluation plans, for the purpose of aiding the teacher implement the curriculum at the classroom level for one lesson period. We can see from the above definition, the various components of lesson plans.

Importance of Lesson Plans
We may outline the reasons why lesson plans are vital in curriculum implementation.
Lesson plans are used to ensure that:
(1)   the teacher follows correct steps and procedures in teaching;
(2)   time is not wasted in the class since the period of one lesson must be used to cover the day's lesson topic;
(3)   meaningful objectives are pursued in the lesson;
(4)   activities are related to the content and objectives;
(5)   instructional materials are adequately selected and utilized**;**
(6)   proper evaluation procedures and tools are used;
(7)   a substitute teacher can use the lesson plan to hold on the class; and
(8)   the most important content is identified for learners.

Components of a Lesson Plan
Examine the sample of a lesson plan presented below. Study it carefully. Try to understand the components and be able to prepare one yourself. Just as in the case of unit plans, there are several ways of preparing the lesson plan. The tabular format may be used the important thing, however, is to ensure that all the important elements are represented.

A SAMPLE LESSON – PLAN
Subject: History
Date: 5[th] May, 2013
Time: 40 minutes
Class: S.S.S.2
Average age of students: 16 years
Title of Lesson: The political and religious causes of the Fulani Jihad.

Specific Instructional Objectives
Cognitive objectives: By the end of the lesson on the above topic, in order to demonstrate that the lesson has been sufficiently mastered, the student should be able to perform the following tasks:
1.   Analyze important causes of events associated with the Jihad;
2.   Evaluate stated views about the religious character of the Jihad;
3.   Summarize the political and religious causes of Jihad;
4.   Justify the stand of named interest groups in the conflict; and
5.   Describe the origins of the Hausa - Fulani religious conflicts.

Affective objectives: The students will be able to demonstrate appreciation of:
(a)   how political and religious intolerance could lead to consist in any given society;
(b)   the need for each ethnic group to accommodate the other despite any form of difference; and
(c)   the degree to which disaffected people, however few in number, could cause trouble in society.

Teaching aids
a)   A map showing the geographical positions of the Fulani and the Hausa by the early decades of the 17th century.
b)   A diagram of a Fulani Muslim wearing a turban. The reference text book is School Certificate History of West Africa, Book two, by Onwubiko, Chapter 2.
The students are already able to identify the original homeland of the Fulani, and trace their migration routes down to Hausaland. They can also describe the positions occupied by the Fulani when they first arrived in Hausaland, as well as show in a plain map of Nigeria the positions of the Hausa states by the 18th century.

Set Induction
The teacher asks the following questions not only to capture the attention of the students but also to test the assumed entering behaviour:
a.   Where was the original homeland of the Fulani?
b.   Why did they migrate to Hausaland?
c.   Along which routes did they travel and where did they settle when they arrived in Hausaland?
d.   What major religious groups have we in Nigeria?
e.   What do you predict would happen if one religious group begins to oppress and discriminate against   the   other?

Instructional Procedure
The teacher begins the lesson by letting the students know the instructional objectives of the lesson. The teacher writes the objectives out on the chalkboard and clarifies same to the students.

Step 1: The Religious Causes of the Jihad the following points will be discussed:

a.   The state of Islam in Hausaland on the eve of the Jihad. Islam was in a very deplorable state at this time. The people hardly prayed, wore turbans or veils. Alchoholism and idol worship prevailed.

b.   any people did not care about Islam.

c.   The pure state of Islam as practiced by the Fulani muslims right from their original place of abode down to Hausaland.

d.   The theme of Usman dan Fodio's preaching and the hostile reaction he received from the Hausa aristocracy.

e.   The Hejira or the flight for safety and the events leading to the Jihad. The teacher asks appropriate review questions as the lesson progresses.

Step 2: The Political causes of the Jihad
The teacher discusses the following points with the students

a.   The high-handedness of the Hausa aristocracy, their oppressive and tyrannical rule over the Fulani.

b.   The discriminatory attitude of the Hausa against the Fulani in terms of all essential amenities.

c.   The political ambitions of the Fulani to displace the Hausa as a result of the two points already outlined.
        As the lesson progresses, the teacher asks questions and allows the students ask theirs not only to retain their attention but also to review the areas covered.

Step 3: A verbal summary of the lesson follows. The teacher goes over the entire lesson and allows students time to ask their own questions after which he concludes the lesson.

Evaluation
The lesson is evaluated using these questions which relate intimately with the stated objectives:
1.   Would you agree with the view that the Jihad was inspired more by religious than political reasons?
2.   Do you think that the Jihad would have been averted if the political policy of the Hausa aristocracy were favourable to the Fulani ethnic group?
3.   Briefly sum up the main political and religious reasons for the Jihad.
4.   Were the Fulani justified in urging the Hausa to reform Islam in Hausaland?
5.   Given the role of religious intolerance in causing the Jihad, what advice would you give to the leaders of the different religious groups in this country?
6.   Given the role of ethnic loyalty in causing the Jihad, how would you advise that the ethnic groups in Nigeria should relate to one another?

Students' activities and assignment
The students should do the following assignments and submit same to the teacher in three day's time
1.   Critically examine the view that the Jihad was purely a religious war aimed at reforming Islam in Hausaland.

2. Compose a speech which Usman dan Fodio must have delivered to the people of Hausaland urging them to practice orthodox Islam.

ACTIVITY III
1. List any five reasons why lesson plans are very necessary for the teacher.

ASSIGNMENT
1. Explain the relationship existing between the unit plan and the scheme of work; and between the lesson plan and the unit plan.
2. What are the components that make up the unit and lesson plan?
3. How do the objectives of the unit plan differ from those of the lesson plan?

SUMMARY
- The scheme of work is derived from the syllabus; the unit plan is prepared from the scheme of work; and the lesson plan is prepared from the unit plan. The scheme of work is the sub - division of the entire syllabus into portions which specific the content and activities to be undertaken by the class every term of the academic year. The unit of instruction describes the unified amount of work to be covered by the class within a period of some weeks. The lesson is the planned and organized content and learning experiences to be taught for one lesson period of about forty minutes.
- It is the teacher that prepares the scheme of work, unit and lesson plans. These three are very important because if properly prepared and used, they improve the quality of the teacher's work.
- The unit plan has its objectives stated in general terms whereas the objectives of the lesson plan are stated in specific terms.

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UNIT 3:   PREPARING YOUR LESSONS

INTRODUCTION

This unit covers the basics of a good lesson beginning such as explaining the learning objectives in a way your pupils can understand what is expected of them. It also discusses how you get pupils interested in what they are about to do, by allowing them to share what they know already, etc. A good motivating start should lead to attentive learning.

OBJECTIVES

By the end of the unit, you should be able to ensure that pupils:

- make their own clay pot;
- mention parts of a particular plant; and
- state three reasons why rivers meander.

HOW TO STUDY THIS UNIT

- Read the unit carefully.
- Put down major points.
- Do all the activities.

Why Planning is Important

Good planning with all resources needed means concentrating on:

- what your pupils need to know in order to progress;
- how you are going to teach this in a way they can understand; and
- how you assess/evaluate what they have learnt and how well you handled every aspect of the lesson.

You should also state the expected learning outcome, that is, 'How do I know that pupils have actually achieved the objectives I set them?' For example:

- Are the points complete?
- In what ways will I judge how much they know about the topic taught?
- How will I measure their understanding of it?

Questions such as these and more should reveal how successful your lesson is.

Think of preparing your lessons in three parts. These parts are:

- **Introduction** to the topic
- Main part of the lesson in which you present (**Presentation Stage**) the new topic step by step.
- Checking on learning (**often called a plenary session**) in which you and your pupils find out what has been learnt.

Main Part of a Lesson (Presentation)

In this section, you will explain the new information and develop activities that help pupils to develop and confirm their own learning. These activities can be brainstorming, group work, problem solving, experimentation, etc. Whatever you choose will be aimed at helping pupils to achieve your original objectives in the most effective way. The objectives are the content you have prepared, the resources you intend to use, and the way you use them, use of classroom space, etc., all these will influence how successful your lesson will be. Variety is an important part of lesson planning and preparation, if you hope to sustain both interest and motivation.

Checking on Learning

Always leave time at the end to find out (assess) how much progress pupils have made.

Refer back to the learning objectives and summarise the lesson by highlighting its key points. Also summarise what the pupils have done already and what they should be doing next time. Allow time for pupils to tell you and each other about their learning as well as ask questions, so that you know what to plan next.

Finally, ask yourself if you are clear about the progress your pupils have made. What did you do well to help them understand and what could you have done a bit better? This is lesson evaluation and self-analysis (reflection).

ACTIVITY I

Write down in the box below the acceptable steps for a good lesson plan or a take home assignment. Write a good lesson plan in your subject and discuss it with a colleague teaching the same level of pupils.

Components/Steps of a good lesson plan

2. In your class, find out if your sample lesson plans satisfy the following image:

   i. Plan your lessons for all the wrong things that could happen. As a classroom teacher, you must do that as well as plan for managing the class. When you plan lessons, keep all of your pupils in mind. Think of how they will respond to the topic and the difficulty of the topic. Think of how the

attention seekers may plan to throw you off. When you take these items into consideration, you can plan ahead for success by all means.

ii. Set learners' expectations at the beginning of every lesson, activity, or special event. Start any expectations by asking pupils to tell you what the rules are and what happens if they break a rule. You then state that while they are working on this assignment or at an assembly, you expect to see specific behaviours. Then ask pupils to show those behaviours. By doing this, you ensure that all pupils know the rules, the outcome of breaking a rule, and what you'll be looking forward to reward while you are completing that lesson, activity, or special event.

iii. Responding to pupils' behaviour should always **be calm and collected**. If you give the pupil a reaction, they will know they have found "the button" and will continue to hit this button until others arise. Always, take just a moment to collect your thought before responding to pupils' misbehaviour. Remember that you want to be **proactive - not reactive**.

iv. Being **organized** is a major classroom management technique that is difficult to master. Organize your lessons in a neat form and keep your class book up to date.

v. Consider how you will call learners to line up; it is important. No matter their ages, pupils will always fight over cutting in line. If there are misbehaviours, introduce sanctions.

vi. Consider classroom arrangements for your classroom management techniques. For example, setting up your desks. **Three** common set ups are effective and each has its own benefits. First are rows. With **rows**, all pupils face the front. This eliminates a few disruptions, but clutters the room in my opinion. Second is in **groups**. This is becoming more and more popular. This set up allows pupils to discuss content being taught and work cooperatively. However, it also allows for pupils to carry on personal conversations easily. It is also difficult for all pupils to see the board when you may be teaching. Finally, we have a **horseshoe** formation which allows all pupils to see the board. These are the most popular classroom arrangements used by effective teachers.

Another classroom management technique is to state the **noise level expectations.** You can model a chart for the volume for each level. Level one would just be above silent where the only noise you should hear is an occasional whisper when pupils need to ask a partner how to do something. Level 2 is a whisper conversation between two or three pupils. Level 3 is a quiet class where multiple pupils are talking. This is the noise level you allow during centers. Level 4 is about the level we speak when teaching. Level 5 is our outside voice. We NEVER use this in the classroom.

The final classroom management technique is to **"leave it at the door."** As teachers, we understand that we must leave the outside world outside. Our only job is to focus on making a difference in the lives of those pupils when we enter the classroom.

ACTIVITY II

In planning a series of lessons to be taught over a number of weeks, you need to also answer the following questions.

i. What do I want my learners to know and be able to do by the end of the learning unit?
ii. What do I find out   if my learners have achieved the learning goals I have set for them?
iii. What do I do if the learners do not understand and are not able to do what I want them to by the end of the learning unit?

ASSIGNMENT

1. How will you control noise in a class?

SUMMARY

In this unit, we discussed effective lesson preparation in all of its aspects as well as how to ensure its successful delivery in a disciplined classroom. Throughout, hard work and commitment are implicit qualities hinted at. Without a painstakingly prepared lesson quality, learning cannot take place.

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UNIT 4:   OBJECTIVES IN THE TEACHING-LEARNING PROCESS

INTRODUCTION

Curriculum is the sum total of all the planned and guided programmes by means of which the formal educational system of a nation is executed or carried out. It is the complete experience of a child while he is under the guidance and direction of the school. Curriculum includes all the activities of the school which are aimed at the over-all development of the child. These include academic and non-academic, vocational and recreational activities.

Every curriculum begins with some set objectives based on the norms and values of the society. These objectives are classified according to their nature. There are the general objectives and specific objectives. In this unit, you will be concerned mainly with the specific objectives which refer to the same thing as instructional and behavioural objectives.

OBJECTIVES
By the end of this unit, you should be able to:
1.   explain the concept of behavioural objectives;
2.   state at least four qualities of a good behavioural objective;
3.   state at least three behavioural objectives; and
4.   explain at least four importance of behavioural objectives.

HOW TO STUDY THIS UNIT
*   Read the unit carefully.
*   Understand one section before going to the other.
*   Read where necessary.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

MEANING OF BEHAVIOURAL OBJECTIVES

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

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

1.   define the term occupation;
2.   identify at least three major occupations of the Binis; and
3.   give at least three reasons why the Binis are known for a named occupation.

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

RELATIONSHIP BETWEEN INSTRUCTIONAL OBJECTIVES AND BEHAVIOURAL OBJECTIVES

The term, 'instructional objective' means the expected outcome of instruction. This expected outcome of instruction may be stated as a general or behavioural objective. A general objective is that statement of objective that is written to describe in broad terms the expected outcome of instruction. Such an objective may be stated using such terms as know, understand, show awareness of, etc. For example: "By the end of the unit of instruction lasting three weeks, the students should be able to:

1. know the meanings of technical terms encountered in the series of lessons,
2. understand how each of the terms has been used in the passages studied. The above examples show that the general objectives are used when stating the objectives of a unit plan. A unit plan is a selected amount of content and learning experiences meant to be covered within a period of some weeks. This is different from a lesson plan which describes what should be taught or learned in one lesson period.

   General objectives are therefore used when writing unit plans while behavioural objectives are used when writing lesson plans (notes). The relationship between instructional objectives and behavioural objectives can be stated precisely: All behavioural objectives are instructional objectives but not all instructional objectives are behavioural objectives. When the instructional objective is stated in terms of observable learner's behaviour, we call it behavioural, specific or lesson objective. But when the instructional objective is stated in broad general term as is used for instructional plans meant to last a few weeks (unit plan), we call it general objective.

CHARACTERISTICS OF BEHAVIOURAL OBJECTIVES

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

Relevance:

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

Clarity:

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

Specificity

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

Measurability

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

Pupil-Centredness

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

By the end of the lesson, the pupils should be able to draw the map or be able to help the pupils draw the map of Nigeria.

The first is pupil-centred in that it focuses on what task the pupil would be performing by the end of the lesson. The second is teacher-centred in the sense that it focuses on the task the teacher would be performing and so is no behavioural objective.

IMPORTANCE OF BEHAVIOURAL OBJECTIVES

Modern approach to teaching lays much emphasis on behavioural objectives. This is so because these objectives play important roles in the entire teaching and learning process. The following are some of the values of behavioural objectives:

1. **Behavioural Objectives Guide Teaching**

    To a large intent, the behavioural objectives serve as guides for the teachers. The objectives dictate to teachers what to emphasize in the teaching of the subject-matter or topic. They also suggest the resource materials and activities to be used in the teaching and learning. As you teach along, one thing keeps striking your mind. That is, the objectives of the lesson. In this way, you try to ensure that every action you take and every activity of the lesson are geared towards achieving the lesson objective.

    Without the behavioural objectives therefore, the teacher will have nothing on which to focus his lesson.

2. **They Provide Motivation for Teaching and Learning**

    In the absence of behavioural objectives, you may not be able to relate the lesson to real life or carry all the pupils along. Behavioural objectives make the lesson to have purpose. This purpose motivates the teacher.

    Furthermore, statements of objectives accommodate the needs of the learners. In other words, you would be expected to have all the pupils in mind while stating your instructional objectives. Similarly, you would be guided by the desire to see that as many of the pupils as possible attain these objectives.

3. **They Facilitate Evaluation and Test Construction**

A lesson begins with some set objectives. The question that must normally arise at the end of the lesson is therefore, the extent to which the objectives have been attained. The measurement and determination of the extent of attainment of the specified objectives is referred to as evaluation. But evaluation of the attainment of instructional objectives cannot be undertaken if the objectives do not possess certain attributes which make them quantifiable or measurable. If they have been stated in terms of pupil's behaviour, evaluation becomes very easy. Therefore, behavioural objectives facilitate the evaluation of the outcomes or results of an instruction. Usually, pupils are examined or evaluated at the end of the term, year or even their course of study. The test questions used in these examinations are supposed to be based on the content covered as reflected in the lesson objectives all through the term, year or course.

Behavioural objectives, therefore, give us an insight into what types of questions to set for examination purpose.

4. **They Make Teaching Child-Centred**

Gone are the days when the teacher dominated the entire teaching and learning. He was seen as one who knew everything to be imparted to the learners. It was entirely passive learning. Today, the trend has changed from passive to active learning, whereby the learner himself is practically involved. The child or pupil is now the focus of teaching. Behavioural objectives provide one of the avenues for stressing the place of the learner in the teaching and learning process. The whole activities are expected to centre around him and this need is constantly brought to focus each time we state instructional and behavioural objectives.

Learning outcomes are categorized into three: the cognitive domain, affective domain and psychomotor domain. Each domain is further divided into levels, each level pointing to a specific behaviour.

ACTIVITY I

Explain the meaning of behavioural objectives.

COGNITIVE LEARNING OBJECTIVES

Cognitive objectives are the learning outcomes or mastery which describe academic or mental work. They tend towards the intellectual aspect of learning. They emphasize knowledge, understanding and other thinking or academic tasks.

According to B.S. Bloom, cognitive objectives are stated at six levels. These are in ascending order of complexity as follows.

1. **Knowledge**

The emphasis here is the ability to recall specific facts or ideas in the form in which they have been learnt. It does not matter here whether or not the pupil understands what he is recalling. All he is required to do is to remember. This is likened to a situation common to learning which takes place at the kindergarten where children learn to recite rhymes most of which they may not understand. Behavioural objectives stated at this level utilize such action verbs as the following: identify, recall, recite, reproduce, mention, define, name, state and so on. For example, by the end of the lesson the pupils should be able to recite the

National Pledge.

2.   Comprehension

This second level of cognitive learning involves a demonstration of understanding of the concepts or principles or ideas. This could be by way of rephrasing or summarizing or interpreting. It also involves the ability to isolate or compare a number of events or ideas. For example, after reading through a passage, a pupil could be asked to answer a number of comprehension questions based on the passage. He could also be asked to report the message or ideas in the passage in his own words. He could also be asked to give the meaning of certain words in his own words as used in the passage. Behavioural objectives at this level are stated with action verbs such as explain, classify, select, indicate, summarise, interpret, illustrate and so on. These tend to focus on the pupil's ability to comprehend what he has learnt.

3.   Application

The point should always be made that any knowledge which has no bearing with human problems is not worthwhile. In the same way, acquiring the knowledge is worthwhile only when the learner has the capacity and opportunity to put it into use. In teaching, provision is made while stating the behavioural objectives for the application of the knowledge or skill derived from the lesson. This is the level of application in the taxonomy or classification of educational objectives. It involves using the previous learning in a new situation. For example, one of the objectives of teaching Simple Interest is that pupils should be able to calculate Simple Interest, given the formula. The objective here is at the level of application. Thus, behavioural objectives stated at the level of application utilizes such action verbs as the following: calculate, solve, construct, compute, show, demonstrate and so on.

4.   Analysis

At this level, the anticipated learning is demonstrated through divergent thinking. It involves considering and weighing of all facts or characteristics of a given situation or event in order to throw more light on the subject. For example, for a pupil to fully appreciate the concept of monogamy or polygamy, he should be exposed to as many facts as possible concerning them. He would need to know their advantages and disadvantages from different points of view. It involves accepting and rejecting facts at the same time. That is, while he considers the merits of a given situation, he at the same time pays attention to its weaknesses or demerits. For example, Let us ask a question like 'why do most people prefer smaller family size nowadays? The operational or key word here is why and for the pupil to answer it, he has to think far and wide. He has to look for divergent or different information to support his answer. Analysis also implies isolating the component parts of a material so that its organizational structure may be understood. This may include identification of the parts, analysis of relationships between parts, and recognition of the organizational principles involved. At this level of analysis, statements of behavioural objectives may utilize such action verbs as differentiate, contrast, compare, separate and so on. They focus on the pupils' ability to consider facts with reference to situations or conditions.

5.   Synthesis

Although this is slightly related to analysis, its main functions are different. At the level of synthesis, the pupil is required to do a combination of separate parts, components or elements so that new ideas may be developed. It is like listening to the views of different persons on an issue and coming up with an amalgam or summary of the main points in the argument. It also involves drawing inferences or making deductions from given observations. For example, Eze was in Agu's house throughout yesterday. Yesterday, Musa visited Agu. It follows that Musa must have met Eze. Or if A=B and B=C, therefore, A=C. In this way, the pupil is able to look at the relationship between two or more observable events. He tries to draw some inferences. These inferences are the new ideas or those resulting from combinations of separate elements. Thus, behavioural

objectives at the level of synthesis take the form of combine, restate, summarize, argue, discuss, organise, relate, deduce, conclude and so on. For example, after reading through a given comprehension passage, the pupil could be asked to draw out the lessons or experiences of the passage. He may be asked to conclude the passage, derive the aim of the author or to suggest suitable title for the passage. To state the behavioural objectives in this case, you could have: 'By the end of the lesson the pupils should be able to (a) suggest suitable title for the passage read (b) show the relationship between paragraph one and two and so on.

6. Evaluation

This is the last and highest level of cognitive learning. Here, the pupil is required to make decision, pass judgment, assess, criticize, attack and defend a view or an idea. This involves divergent thinking and ability to look at issues critically. Issues involved here are those which demand divergent or opposing views. For example, rather than ask such questions as why do most people prefer a family of smaller size nowadays, you may ask, 'is it good to have small family size?

This requires the pupil to take a stand from his point of view on whether or not small family size is good or not. To state behavioural objectives in this respect, you may say that at the end of the lesson on polygamy, the pupils should be able to defend or attack with reasons, the practice of polygamy.

ACTIVITY II
State four attributes of a good behavioural objective.

AFFECTIVE LEARNING OBJECTIVES

There are many changes in learners' behaviour which are not easily observable. These include attitudes, values, feelings and emotions. These are mainly internal to the learners. Because they are internalized, it is sometimes difficult to determine whether or not the desired changes in attitude have been effected through teaching. Those learning outcomes which relate to the social life of the learner fall under the umbrella of affective behaviour. They are affective because they are concerned with learners' inner minds and feelings which are not easy to see from outside. For example, after teaching the National Pledge, the teacher expects that the pupils should be able to demonstrate honesty in their lives. After teaching the Commandments of God, the pupils should be able show appreciation for or demonstrate living by the Commandments. All these possible learning outcomes deal with the pupils, attitudes and values. Many have made up their mind on the issue of Christianity or Islam or Traditional Religion. It would be difficult for the teacher to know if such attitudes or values have changed immediately after the lesson. Affective learning objectives can be achieved both inside and outside the classroom through the influence of varied learning experiences over a period of time. It is through observed actions of people that we can infer whether the objectives have been achieved.

For the purpose of clarity, objectives stated in the affective domain of learning experiences are in five levels. Arranged in a descending order of complexity i.e. from highest to the lowest, these include characterization, organization, valuing, responding and receiving.

1. Characterization

This is the highest level of behaviour in the affective domain. The emphasis here is that the values, attitudes, or ideas have become characteristics of the learner such that he acts on them naturally. For example, learning to stop eating or writing with the left (in the traditional system). It may take some time for the pupil to learn to use the right hand in writing. After a lesson on customs and tradition, the teacher expects that the pupil should be able to stop using the left hand in eating and writing. This is an affective learning objective, in that, it borders on values and attitude of the learner. However, the objective can only be accomplished over a period of time. Associated action

verbs used in stating affective objectives at the level of characterisation include change, stop, accept, develop, decide, and so on.

2. Organization

This is the next (lower) level after characterization. At times when a new idea or opinion has been formed and made part of oneself, it does not mean that entire old practice is thrown away. In certain rational or organised ways, the new ideas or values are intentionally added to those already held ones in such a way that they fit in. For example, though the child has been taught to learn to use the right hand instead of the left, he may have to combine the two hands to lift a heavy object where a single hand cannot help. Thus, you teach the child to organise or relate old and new ideas or values where they complement one another. The action verbs used in stating objectives here include organise, relate, correlate, associate, form and so on. An example of affective objective would be that at, the end of the lesson, the pupils should be able to adapt to any new situation making use of a combination of social experiences. Social experiences here, may mean different values or attitudes to life developed over-time as a result of exposure to different social groups or environments.

3. Valuing

This is the third level in the descending order. At a stage, the pupil fully accepts the new ideas or attitudes or values resulting from his exposure to some learning experiences. He now attaches importance to it. For example, the pupil may not know the rationale for the development of the spirit of cooperation when he has not lived such a life from home. But over time, he may begin to see the value or something good in this and at the same time tries to demonstrate it in his living. While you evolve a number of activities to create room for cooperation among the pupils, you may expect that along the line, the pupils should be able to accept cooperative living. They should be able to participate in cooperative activities such as some games or group reading in the class, and influence some other pupils to develop the desired attitudes and values. These are affective learning objectives.

4. Responding

This is the fourth level in the descending order. As soon as the pupil accepts the change in attitude or values and they become part of him, he tries to have more information about them. These are to increase his understanding of the new ideas which he has now accepted. This is usually on the long-run when the teacher tries to reinforce the changes which have occurred in the pupils' behaviour. The pupils now respond to situations or questions which help them have confidence in their present state of attitudes or feelings or values. For example, as soon as you notice a somewhat permanent change in the pupil's behaviour, your next objective would be for the pupil to state why he now prefers his new values and attitudes.

5. Receiving

This is the lowest level of behaviour in the affective domain. At this level of affective learning, the emphasis is on the pupil having becoming aware of the new ideas and being willing to learn them. A condition would have been created for appropriate change and receptivity. That is, the pupil's appetite for new ideas has been wetted. One of the tasks of the teacher at this stage is to create numerous and varied learning opportunities capable of bringing about desirable changes in pupils' attitudes, emotion and values. For example, the use of drama and moral instructions could help to impart desired experiences to the pupils. Also, such a subject as Social Studies is an important tool for developing in the young person the desired social values and ideals of the society. In stating objectives at this level, action verbs used include listen, prefer, be aware, accept, select and so on. For example, by the end of the lesson the pupils should be able to "perceive the existence of God." or "accept the need for national unity."

PSYCHOMOTOR LEARNING OBJECTIVES

The psychomotor aspect of learning is concerned with the learners' ability to acquire and apply skills. It involves muscular and motor skills or manipulation of objects or activities using neuro-muscular co-ordination. In other words, it involves the use of the hands or legs or any other parts of the body as co-ordinated by the brain in any practical sense. For example, ability to pronounce correctly, sing, dance, run, draw, shoot, and so on, form part of psychomotor performance. Learning objectives stated in the psychomotor domain are categorised into three. Communication, Application and Acquisition.

1. **Communication**

   This is concerned with the learner's ability to express himself through talking and use of language. Teaching the languages emphasizes the development of communication skills by the learners. In stating instructional objective here, you may say that by the end of the lesson on pronunciation, the pupils should be able to pronounce certain words correctly. The ability to achieve this objective can be measured or evaluated by listening to the pupil as he reads through a passage or selected words.

2. **Application**

   The emphasis here is on the ability to manipulate objects based on the skills already learnt. For example, riding a bicycle or throwing the javelin or using the sewing machine. It also involves the ability to adapt to the use of similar tools or materials such as someone who has been used to riding on Honda Motorcycle and suddenly finds that he has to ride on a Yamaha. This requires situational or on the spot adjustment by manipulating his skills. Similarly, if a child has been taught letters of the alphabets, he would require skills to arrange these letters in their order if they have been produced on pieces of plates or cards and mixed up for him to rearrange. He also requires skills to construct perfect circles, rectangles, triangles, etc., using a set of mathematical instruments. An instructional objective in this regard could be that, by the end of the lesson on construction, the pupils should be able to construct a perfect parallelogram, using a set of mathematical set. The emphasis here is on the ability to use or manipulate tools or instrument.

3. **Acquisition**

   Apart from the skill needed for the manipulation of instruments or objects, a person can be very proficient or good in the practical use of natural talent. For example, some children show more talent than others in singing or running or playing ball and so on. These are parts of psychomotor learning where such talents are developed through constant or habitual training or application. In the school, there are a number of curricula and extra- curricula activities which provide opportunities for children to develop their natural potentialities to the fullest. For example, one of the objectives of organising sporting activities is to have pupils develop interest in sports. Thus, in teaching music in schools, you may want the pupils to acquire some capabilities in singing. On the whole, it should be noted that there is no marked distinction between the functions of cognitive, affective and psychomotor objectives. For example, an affective behaviour (attitude) is usually the direct result of cognitive learning or psychomotor performance. Furthermore, it is through cognitive behaviour that we can identify the existence of an affective learning.

ASSIGNMENT

1.   Explain any four ways in which behavioural objectives are important to the teaching and learning situation.

2.   State any three behavioural objectives.

SUMMARY

In this unit, you have learnt the following:

- the concept of behavioural objectives stated in measurable terms;
- the relationship between objectives and learning or instruction; and
- the characteristics of behavioural objectives: clarity, relevance, specificity, etc. and the importance of behavioural objectives.

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UNIT 5:   SELECTION OF TEACHING METHODS AND MATERIALS

INTRODUCTION

As already mentioned, different pupils require different methods of presentation if they are to grasp and retain what they are being taught. Some are helped to fix it in their minds by being made to repeat it aloud; others understand best what they see it practically demonstrated. Also each subject has its own methodology and different ways of presentation. The way you present mathematics to a set of pupils may not be the same with that of social studies. There is no doubt whatsoever that teachers, who adopt good and well-researched methods of teaching, stimulate and motivate their students to learn. It is for this reason that approaches for selecting methods for any teaching subject are discussed in this unit.

OBJECTIVES

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

1.   categorise various teaching methods;
2.   explain the factors that determine the choice of teaching methods; and
3.   select instructional methods for various subjects.

HOW TO STUDY THIS UNIT

1.   Reflect on various teaching methods studied in Units 2 to 4.
2.   Follow this unit carefully and in the stages it is presented.
3.   Study the meaning of the words below without skipping any.

Check answers to the activities and assignment at the end of this book.

WORD STUDY

Homogeneity - uniform
Passive - not active
catalyst — something that brings about a desired change in another but does not change itself.

FACTORS THAT DETERMINE CHOICE OF TEACHING METHODS

Teaching involves various activities but there are many approaches to these activities. There are several factors you need to consider before you can choose the method (s) that will be suitable for effective teaching; some of such include the following.

1.   You need to consider the age of the pupils, their previous knowledge on the topic and their general ability before you can choose any method. The method you will use for a class of mixed ability will be different from the method you will use to teach pupils who are high achievers and homogeneous in ability.

2. The topic to be taught should be considered in the choice of teaching method. For example in teaching measurement of length, it will not be appropriate to set up small group discussions, rather demonstration will be more appropriate from the learning point of view.

3. You should choose the method that you can handle effectively. This means if you feel more competent in lecture method, regardless of its limitations, that method should be used instead of employing another method which you cannot handle effectively.

4. You should also take into consideration the time the lesson will take place. If a lesson is to take place at noon, it is advisable to select a method which requires students' participation. If you select a method that makes the student sit passively, you should not expect to carry students along.

5. The size of the class is another factor you should take into account. It will not be of any value if discussion method or demonstration method is used in a class consisting of over 100 pupils, unless the class could be divided into small groups.

6. Selection of method for teaching should be based on the instructional resources available for effective use of the method. Hence, the resources that are at the disposal of the teacher should be an important guide in the choice of teaching methods. Where there are no materials and equipment for laboratory experiment or demonstration by the teacher it cannot be effective.

One cue that you can take from the above guidelines is that you should not be dogmatic in your choice of methods for class teaching. You should change or vary the methods as many times as the need arises. It is possible for you to introduce a lesson with one method and then go on to change the method when the lesson is developed.

ACTIVITY I
Give characteristics of a good teaching method.

Selection of Teaching Methods and Materials
In some subjects, it may be possible for children to be guided to observe, experiment, and state their own findings but in other subjects, this may not be possible. Let us now consider the application of those principles to the school curriculum.

Mathematics
In ever mathematics lesson, there is opportunity for the use of discovery method. But some topics lend themselves more easily to discovery approach than others. For example, any lessons in geometry and mensuration will lend themselves to discovery method; increase lessons on multiplication may require much oral practice and memorization of facts. Lessons on finding the mean and mode may require the use of group work for collection of data and class teaching for example and practice exercise.

A typical Mathematics lesson may be conducted as follows.
Stage I Discovery method - Use of question for the whole class
Stage 2 Discovery method - Use of group work
Stage 3 Individual method - Use of practice exercise.
It is sometimes impossible to carry out all these stages in one lesson; they may, therefore, be spread over two or more periods depending on the mathematics topic that is being taught and the understanding shown by pupils. Other schemes of teaching are possible and the teacher should be flexible in choosing a combination of methods.

Science
Several methods exist that science teachers can use in presenting scientific information, principle or skill to the pupils. However the methods that are frequently used include the following:

1.   **Lecture or talk-and-chalk method** -
This is normally employed for verbal presentation of ideas, concepts, generalization and facts.

2.   **Demonstration Method**
Demonstration is used in science to display something. For example, you can demonstrate dissection of a toad or of a rabbit. Demonstrations are normally done by teachers but sometimes demonstrations can be performed by students either in groups or individually.

3.   **Laboratory method/laboratory exercises**
This is normally used for topics that can leave room for making personal observation. For example, in the teaching of topics such as measurements, air has weight, etc, children should be motivated to find out things themselves.

4.   Individualized method
The method can also be used in the teaching of Science. It allows the child to learn at his pace. It can be used effectively and immediately to make up for lack of background in particular members of the class.

5.   **Field trips**
It is believed that field-work is an important part of any effective science instruction. It is one of the most enjoyable and exciting experiences for students studying science.
Field experience plays the same role as laboratory experiments and demonstrations because through the process one gains firsthand experience.

Discovery Method
This is one of the strategies of science teaching. The method challenges students to find out information for themselves.

ACTIVITY II
Suggest other methods that can be used for the teaching of science.

Social Studies
The main focus of social studies is socialization. The methods to be used for its effective teaching should therefore emphasize the most realistic way to assist them the learner to experience science of living together within an environment. This is why importance is placed on learning the subject through doing, knowing and mastering the subject through experience.
Any of the following methods can be used to teach topics in social studies. Put remember to reflect on the conditions for selecting any method. They include.

1.   **The Inquiry method**
       a. The questioning Technique
       b. The project Technique

2.   **The Discussion Method**
       a. Small group discussion.
       b. Debate
       c. Panel discussion

3. Activity Method V
   a. Simulation
   b. Role -Playing Technique
   c. Dramatization - MOCK Trial
   d. Music
   c. Independent study
   f. Field Trip and Local study.
   g. Demonstration.
   h. Storytelling.

English
English language as a medium of expression of the pupils' ideas, feelings, desires, and wishes and instrument for communication and interaction with others must be carefully handled. A very important situation that you must recognise is that the child already knew how to speak in his mother tongue or the immediate language in which he grows up before he goes to school. But when he gets to school, his language ability develops side by side with his growing experience. It is in the school that children with faulty speaking ability are encouraged and trained to speak or talk clearly and fluently. In order to function effectively in the society, the child needs functional language which he may employ in either of two ways. - Orally or in writing. We shall now list various methods that can be used for various aspects of language structures and skills.

1.   Oral language exercise

2.   Phonic Method

3.   The sentence method

4.   Look, Say and Do method.

5.   The sentence method

6.   Reading for comprehension

7.   Creative Drama

8.   Written Exercise and writing

9.   Written comprehension

10.   Dictation
 It may not be possible to attempt treating in great details the teaching processes for all the approved subjects for primary school. Any good teacher should be able to select and adapt any of the methods treated in Unit 2 - based on the suggested
criteria earlier, discussed in this unit.

ASSIGNMENT
1.   What are the roles of teachers during a lesson using activity Method?
2.   What consideration would guide your choice of teaching methods for a
         lesson in social studies?

3. Science stresses the role of laboratory work as an integral part of Science. Enumerate the major components of a typical laboratory method of teaching.
4. What are the principles that should guide a good teacher in selecting Instructional materials?

SUMMARY
• Teacher who adopts good and well-researched method of teaching, stimulates and motivates his students to learn. The selection of methods for teaching should be based on: the age of the pupils, their previous knowledge and general ability, the topic under consideration, the level of knowledge of the teacher on the Method, the period of the lesson, whether morning or afternoon, the size of the class and the material resources at the disposal of the teacher.
• The art of teaching lies in creating good learning situations and indeed responding creatively to situations as they develop.

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UNIT 6:   USING GAMES, PLAY AND STORY TELLING

INTRODUCTION

Play has been long recognized as a critical aspect of **childhood** and **child development.** To children, play is a major aspect of their life for enjoyment and satisfaction. When games and play are used in teaching, pupils become lively and actively involved in learning. An educational game is an activity in which players use data and /or skills usually in a competitive situation. It is useful in presenting repetitive learning in normal ways. Games can also help in creating awareness, reinforcing facts and knowledge, teaching skills and building values. They also provide a participatory approach to learning.

Examples of science games for teaching include play fishing with magnetized hooks and classes of food.

OBJECTIVES
By the end of this unit, you should be able to:
1.   appreciate the importance of play to the child;
2.   identify types of play you can use to teach numbers, letters, colours and shapes;
3.   identify types of toys to use in play;
4.   design and plan a good playing ground;
5.   identify types of playground equipment; and
6.   improvise and maintain playground equipment.

 HOW TO STUDY THIS UNIT
- Read the unit carefully.
- Understand one section before going to the other.
- Read where necessary.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

Importance of Play to a Child

1.   When playing, children are able to expand their understanding of themselves and others.
2.   They gain knowledge of the world and are able to develop their communication skills.
3.   Children learn by engaging in meaningful interesting experiences.
4.   Children learn better through play. It is said that play is a child's work.
5.   Through play they learn more in depth without feeling that they are being placed under any restrictions.
6.   Children learn to get along with each other.

ACTIVITY I

What other importance of play can you think of? List at least three more.

Types of Play
There are varieties of plays that can help children learn and develop skills in their early years of development. They include:

Active Play

Play that involves movement and physical activity attracts any youngster out. Whether running around in the yard or building sand castles at a local playground, active play is an essential part of a child's development. Some examples of active play are riding bikes, swinging at the playground, kickball, etc

The Children are learning Mathematics through play

Cooperative Play

A type of play where children play in group of friends. Cooperative play can take place almost anywhere outside, on the playground or downstairs in the basement. In any environment, children learn from watching other children play and interacting with them socially. Some fun cooperative play activities are: Interactive, pretend play, basketball, board games, etc.

Creative Play

Play that stimulates a child's imagination and makes something out of nothing, A box of crayons, construction paper, pipe cleaners, scissors and glue – they are all staples in the home, but when they come together in the hands of a child, they become magical works of art. Creative Play extends beyond art, entering a world of music, dance, building even dirt. Creative Play includes such things as: painting, sculpting play, dough building or creating craft.

Dramatic Play

Play may involve pretence and make belief, or whatever the imagination dreams of. Dramatic play can include: simple role playing, using props to create a "new" environment, creating scenes or situations with dolls and puppets, etc.

Manipulation Play

Some play may involve hand-eye coordination and motor skills. These give the opportunity to work on finer skills that involve a little more control and direction. Manipulative play develops the sense of coordination, challenging their little fingers to follow the lines or use their tools properly. Some examples of manipulative play are: **colouring, especially in a defined area, paper, and crafts, art involving moving parts that need to be "put together" and using a safe** and simple tool kit to help with tasks around the house

Quiet Play

Play that keeps children's mouths shut but their minds open. Children need quiet time to intently digest the items in their learning environment, like books and puzzles. Quiet play provides children an opportunity to think and reason and can include such activities as: **beading a necklace, working on puzzles and reading or looking at pictures.**

Constructive play

Constructive play involves predetermined rules and set goals that are to be achieved. It may be the making of three dimensional objects, such as cubby houses, model making, etc. It requires the children to think creatively about a diagram they wish to make; problem solving skills as to how they are going to create what they wish encourages children to design from an abstract thought and to create something that may never have been seen before.

1.   Consider the clock below and discuss with your pupils how you could go about making one.
2.   Children should suggest all of the items required and how best to get them.
3.   Divide the class into groups of five or six to work on the clock each e.g.,

Clock Construction

Functional **play**

During functional play, children use their muscles to complete a task, by hammering an object, running, throwing and catching, etc. Children will repeatedly play with an object until they discover its correct use.

ACTIVITY II

List any three types of traditional plays you can use in teaching children how to construct an object, such as the house below.

Guidelines to Using Games to Teach

You should use simple games to teach various related concepts, noting the following:

a.   Games should be simple to play.

b.   They should have simple rules.

c.   Competition should not be emphasized.

d.   Skills should be demonstrated.

e.   Related concepts should be clearly illustrated by the game.

f.   Discuss the main concepts of the game conveyed after the game.

g.   The game should be adapted for the needs of a particular level of pupils.

h.   Assess the value of the game before using it to teach pupils.

ACTIVITY III

(i)   Have you ever been taught by a teacher through a game? If yes, describe the game?

(ii)   Identify any three games for teaching each of the following subjects: mathematics, English, science, social studies

Meaning of storytelling and its features

Story-telling is also a method of developing attitudes, decisions-making and communication skills. This method of teaching is very appropriate for passing across cherished and acceptable cultural norms and values to younger ones. It is most effectively used at the JSS classes. Story telling is presenting words of wisdom from history or the culture of a people with a view to molding the behaviours of the younger ones. If well presented, the story telling method arrests the interests and attention of students and guides their behaviours in an acceptable way.

Activity I: **Using a local person to learn the cultural significance of stories**

Mrs. Larai Bello teaches at Government secondary school, Kwoi. She is preparing for her next teaching topic, which is 'Story'. She consults books and web site resources on storytelling, writing and reciting. She learns that storytelling has deep cultural significance, and wants to find some way of conveying this to her students.

She has heard of an old lady, Wok Samu, who lives nearby and is famous as a storyteller. One afternoon, she visits Mama Samu and asks if she would be willing to tell a story to her JSS 2 students. The old lady agrees, but, she says, 'Only during the evening.' She insists that telling stories during daytime is a taboo which she is not willing to break.

Immediately, this becomes an interesting issue for Mrs. Bello – she is sure it would grab her students' attention and give them insights into a cultural aspect of storytelling. Therefore, she arranges to bring a tape-recorder and record Mama Samu telling a story, as well as talking about the taboo on daytime storytelling. She is concerned to try to make sure that the old lady talks about this in a way her students can understand. As it turns out, Mama Samu solves the problem for her by telling the story about what happens to people who tell stories during the day!

On the day of the lesson, Mrs. Bello checks the tape-recorder to make sure everything is fine. She introduces the lesson, asking students if they have ever listened to any stories told by old people. The students are curious – they listen to Mama Samu telling her story.

Next, Mrs. Bello conducts an animated discussion about why Mama Samu could not come to tell the story at school that morning. She is excited by the fact that so many of the students are aware of the custom of not telling stories during the day. By the end of the lesson, they have built up a rich understanding of the tradition and the taboos associated with it.

Classroom Activity 2: Choosing a favourite story

Prior to the lesson, ask students to decide on their own favourite short story to share in class.

- At the beginning of the lesson, put up some words on the chalk board that describe stories as students see them, such as 'fun', 'sad', 'I like the ones my mother tells me', etc.

- Organise the class into small groups. Ask each student to tell their story to the members of their group.

- Ask the group to choose between them one story that should be presented to the whole class. If you become aware that no agreement is emerging, step in to help the group decide.

- Each group prepares to tell the story to the whole class. Provide a range of props – clothing, tools, toys, musical instruments, etc. – and encourage students to use them to enhance and portray meanings in their story.

- Each group tells the story to the whole class.

- Finally, discuss with your class important parts of a story, such as the beginning, the body, episodes, setting and characters.

ASSIGNMENT

Have you ever used a game to teach a concept? If yes, describes the games.

SUMMARY

In this unit, you learnt the roles of games, plays, and story- telling in teaching, especially at the lower basic level. You also learnt the specific ways in which you can capitalize on children's love of games, plays, and storytelling in promoting learning school subjects. You should be motivated by the contents of this unit to observe children carefully in respecting their personalities, interests, learning style, etc in order to use the information relevantly in teaching various school subjects.

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National Teachers' Institute (2012). Teaching Methods and Techniques. MDG Manual for Retraining of Primary School Teachers.

INSTRUCTION

In any given learning situation, learning and understanding are promoted through the use of certain materials. Talking is not just enough. Teachers use the blackboard, for example, with chalk of different colours; biros or pens are used with pencil, tapes for binding, scissors for cutting different types of papers, pins, crayons, markers of different colours, record book. All these are materials used in the process of instruction leading. You will need them to make your teaching easier and more effective.

However, merely having these materials does not guarantee that teaching will be effective. The teacher needs to organize the use of these instructional materials in such a way that they promote, and not interfere with learning. We shall discuss this under organizational skills of the teacher.

OBJECTIVES
By the end of this unit, you should be able to:
1.   explain what instructional materials are;
2.   describe the sources from where instructional materials could be obtained or how they could be improved;
3.   explain what classroom organization means and how to organize a classroom to be conducive for teaching/learning; and
4.   discuss the organizational skills a teacher should possess.

HOW TO STUDY THIS UNIT
1.   Read through the entire unit once.
2.   Re-read the whole unit once again, this time taking note of important points. If you come across any unfamiliar word, look it up in the dictionary.
3.   Attempt all the Activities and Assignment in the unit.
Check the answers to the activities and Assignment at the end of this book.

WORD STUDY
Organizational skills   - the ability to arrange teaching materials and to employ
them in such a way that their use yields the best and safe
results during teaching.

INSTRUCTIONAL MATERIALS

These are tools that the teacher uses in his/her trade. They help the teacher to impart learning to his pupils with minimal difficulty. They make the job easier. They include the blackboard, chalk, duster, pens, (including the red pen/biro for marking) chalk of different colours, markers, papers of different kinds, staplers, scissors, notebooks, scientific instruments of different kinds depending on the subject/topic to be taught, art and craft materials, and so forth.

While much of these are available in the schools and are supplied to the teachers, in some cases, they may not be available. In that case you may need to improvise what is not available. And even in cases where these are available, you could need to maintain them from time to time, for example, the blackboard would need painting from time to time. Please note that as a teacher, you are also responsible for recommending the types of materials your pupils bring to school. In addition, you should supervise how they use them, including the sharpening of pencils, etc. Safety conies in here as razor blades could be

dangerous in the hands of young children. In a well-organized learning environment, such instructional materials as radios, tape recorders, video machines, projectors and even computers, may be available. Specimens of rocks, animals, plants etc. may also be available. For example, there could be educational programmes on the radio, important lessons maybe taped for repeated presentation to the pupils. Important events or documentaries may be shown on video and so on.

ACTIVITY I
What are instructional materials?

SOURCES OF INSTRUCTIONAL MATERIALS
Instructional materials are normally provided by the school authority. Every classroom for example ought to have a blackboard, blackboard ruler, duster, chalk, measuring instruments for weights, volume, and so on. In the absence of some of these materials, you could make a blackboard ruler from ply-wood leftovers available with carpenters. Weighting instruments could also be made from wood, strings and tin-covers. You could also draw diagrams of the parts of human body or plant on a card-board paper, using markers. Specimens of plants, animals, rocks, etc. could be obtained from the local environment and labeled for easy identification.

CLASSROOM ORGANIZATION/ORGANIZATIONAL SKILLS OF THE TEACHER
It is the responsibility of the teacher to see that the instructional materials are arranged in such a way that they serve the purposes for which they are intended. Furthermore, you should ensure that the materials are properly maintained and used safely.

In a normal classroom, the blackboard is placed in front of the class, and within easy reach of the teacher, whose table is usually placed in such a way that he is in full view of the children and the blackboard as well. The desks and chairs of the pupils are arranged in rows and columns such that there are free passages between the desks for ease of movement. It is usually better to place the desks by the walls so that the available spaces will be maximized. By the walls, pictures of educationally relevant materials, maps, charts etc, can be hung. A small table besides that of the teacher in a corner can be made to carry some models such as globe showing the continents, nations and oceans of the world. Some measuring instruments may be accommodated there as well. On this table or that of the teacher maybe mounted a pencil sharpener for the use of all the children. It is important to encourage the use of pencil sharpeners and to discourage the use of razor blades for reasons of safety. The children should be encouraged to put all waste in a waste paper basket. This will in the long run help to inculcate a spirit of cleanliness and tidiness in the pupils. There is normally a cupboard or locker supplied in the classroom for the safe-keeping of some instructional materials. The teacher should ensure that materials that are not in use, excluding the pictures, maps etc., are kept away in the cupboard or locker. All items brought out for use should be put back immediately after use. You should avoid a situation where all sorts of things are scattered about in the classroom. This has the effect of making the teaching/learning environment look untidy. Some flowers grown in tins or flower-pots could also help to beautify the environment.

Chalk and duster must always be kept in a container or packet: Care should be taken to ensure that chalks is not scattered all over the place, making it to look untidy. The children should be encouraged to keep their books when not in use in their lockers, bags or school boxes.

You should endeavour to keep Record books of your lessons, of important sources of information and even notes on the children you teach. This should help you to build up lesson materials for the future, and to trace important sources of information.

It is part of your classroom organizational responsibility to guide the pupils under your care in the types of pens, pencils, paper etc that they need to use. For example, softer and darker pencils (the "B" type) are

usually, more suitable for younger children so that they can make larger and darker writings with them. The "RB" type is better for the older children. You need to watch at the children who are in the habit of eating-up their pencil and erasers. This should be discouraged. Those that form the habit of breaking off the pencil tip so that they can sharpen again and again should be discouraged as well.

The policy of the school will determine the type of pen to be used by the children. These days, the use of ball-point biros is allowed by most schools for children in the senior primary school class.

ACTIVITY I
What is "classroom organization"?

ASSIGNMENT
1. Write a one-page essay on "Teachers Organizational skills in the classroom.

SUMMARY
- In this unit you have been introduced to the concept of instructional materials and the organizational skills of the teacher.
- You have seen the wide range of the instructional materials which the teacher uses in the classrooms.
- You have also seen how you could make some improvisation in the case where some of the materials are lacking.
- You have seen how the teacher needs to guide and supervise the children in his care in the use of their learning materials

REFERENCE

Dubey, O. E. Dubey, C. F. & Ndagi, J. O. (1985). Teaching in the Primary School. Lagos, Longman.

UNIT 8: IMPROVISATION

INTRODUCTION
In life, it is not everything that we need that is readily available. There are circumstances where we have to look for alternatives. Usually these alternatives are not as good and perfect as the real things but they are better than nothing. Thus, children use unripe oranges for football, and banana leaves for umbrellas. In all circumstances, man has always developed ways to improvise or look for alternatives to satisfy his needs.

Objectives
By the end of this unit, you should be able to:
1.   define the word "Improvisation";
2.   improvise some basic instructional materials for teaching and learning; and
3.   successfully use improvisation to dramatise and explain concepts in your lesson.

HOW TO STUDY THIS UNIT
1.   Look up the word "improvisation" in your dictionary and compare the meaning
       with the explanation given above.
2.   Read through the unit attentively at least two times. Take note of the importance of improvisation.
3.   Attempt all the activities and assignments under this unit. Do the best you can without looking at
       the answers.
4.   After completing the assigned activities, you can then compare the answers with ours.

CHECK ANSWERS TO ACTIVITIES AND ASSIGNMENTATTHE END OF THIS BOOK

WORD STUDY
Improvisation   - the use of available materials as alternatives for the actual one.
Creative   - the act of producing something new using imagination and common sense.
Resourceful - the ability to make up for deficiencies to make things available

IMPROVISATION
In Nigeria as in many parts of the developing world, materials for teaching are always in short supply. These include books, chalk, maps etc. which arc very essential to teaching and learning. In some cases even the infrastructural facilities such as the classroom and desks and tables, etc. are not available. In such cases teachers have had to teach under the shade with pupils sitting on the ground. But the teacher is still expected to teach and to teach well. The parents expect the teacher to teach well so that their children can pass external examinations. The authority wants him to teach well in order to justify his pay. From all these we see that the teacher is always under a lot of pressure to teach and to teach well.

For this reason educationa1 planners in this country have always included the element of improvisation in the training programmes of teachers. Here the teacher is taught to use his creative ability to create materials where the intended ones are not available. He is taught not to expect the ideal, which means that everything will be available when he goes out into the field. The teacher is taught not to panic but to remain composed and look around him for things he can use to substitute those which would have been there.

Improvisation solves a lot of teaching problems and its use cuts across many subject areas including drama, geography, mathematics, art, etc. Improvisation is the best way that man can demonstrate his creative imaginations. It is a way in which his imagination is translated into creative meaningful objects for use in teaching.

Uses of Improvisation
1.	It enhances creativity in teachers.
2.	Improvised in materials improve learning among learners.
3.	Improvisation helps in improving the quality of teaching.
4.	The teacher gets personal satisfaction when he creates things for his own use.
5.	Most improvised materials are cost effective, i.e. they cost less than the original.
6.	We can save foreign exchange if we can improvise materials instead of importing.

Improvisation in drama
The most common use of improvisation is in drama where sketches of a story are acted out spontaneously in order to examine the facts. Here, everything may be improvised, beginning with the story. The actors are chosen on the spot and the costume and props arc arranged and procured within minutes.
Next is the stage is the front of the class. This approach has been found very useful for explaining difficult concepts.

ACTIVITY I
Below is a list of improvised materials. Can you provide the real things they are to replace?
(a)	Charcoal:
(b)	*An* unripe orange:
(c)	A car made out of cornstalk:
(d)	Red earth.

ASSIGNMENT
1.	State three subject areas and one material that can be improvised for a lesson in each of the subjects.
2.	Discuss the role of creativity in improvisation.
3.	What is the main advantage of using improvisation in improving teaching and learning?

SUMMARY
Improvisation is a way in which the teacher uses his imaginations to create materials which he lacks in the class. The use of improvisation cuts across many subject areas. Improvisation has many advantages to both the teacher and the pupils.

REFERENCES
Bello, J. (1981*). Basic Principles of Teaching*. New York: John Wiley & Sons.

UNIT 9:   IMPROVISATION AND INTEGRATION OF INSTRUCTIONAL MATERIALS

INTRODUCTION
Experience has shown that most good teachers appreciate the need for instructional materials in teaching and learning process. In this unit, we define **improvisation** and **integration** terms you are expected to be very familiar with. Teaching is more effective when visual instructional materials channel are used. Due to high costs you are encouraged to create your own. This unit gives you some simple procedures on how to do so from the environment.

OBJECTIVES
By the end of this unit, you should be able to:
i.   define improvisation and integration; and
ii.   source for relevant discarded materials to creatively modify for use.

HOW TO STUDY THE UNIT
- Read the unit carefully.
- Put down major points in your note book.
- Do all activities.

WORD STUDY
Improvise: When you improvise, you make something, using whatever materials you have, rather than new ones. The improvised materials should be able to convey special instructional messages just as the original material.

Integrate: If you integrate things, you combine them to form one.

Adaptation: The process by which something is changed so that it can be successfully used in a different way.

Mock-up: A full-size model of something that is going to be made or built, which shows how it will look.

Scanning: Passing a beam of electrons over an object to produce a picture of the object. You would need a scanner to do so.

How to Produce Your Own Instructional Materials
a)   The following techniques could be employed in the production of instructional material by the teacher.
   i.   Drawing: Example of these are maps, charts, diagrams, etc.
   ii.   Lathering: Examples of this are labeling of materials such as charts, drawings and diagrams.
   iii.   Tracing: is a technique that involves the use of tracing paper to trace visual objects.
   iv.   Modelling: You can use papier-mâché / pulp, clay, plastacine, etc.
   v.   Copping: This is copying of original material to cardboard sheet.
   vi.   Laminating material: This is the use of celophine or polythene bag to cover materials for protection from damage.
   vii.   Photograph: The real object can be brought to the classroom situations through pictures from the photographs.
   viii. Mounting: Cut out materials from calendar and newspaper could be mounted on a board or plywood for classroom presentation.

Steps Involved in the Use of Papier-mâché for the Production of Instructional Material

i.   Tear the newspapers into pieces.
ii.   Soak in water for 2 days.
iii.   Squeeze out water.
iv.   Pound using mortar and pistle.
v.   Prepare your starch.
vi.   Mix the pounded newspaper (pulp) with the starch and knead.
vii.   Get the mould / shape about to model.
viii.   Rub oil and paste the pulp on it and smoothen as you model.
ix.   Dry under the sun.
x.   Remove the mould / shape and then apply colour.

- Using freehand writing and lettering, you can produce a very free good handwriting, labelling and lettering, if you follow these procedure:

  Step 1: Make the letter bold, well rounded, and free standing, but not too far apart. Do not join the letters as you do in your usual hand writing.

  Step 2: Keep a horizontal line for all your labelling. You could draw a faint line as a guide.

  Step 3: Use capital letters for short titles of your topics. But for longer phrases, use lower case (small) letters with appropriate capital letters. Small letters are more easily readable.

  Step 4: Make your letters long and thick, so that the display is readable from the back seat. Check your writing physically from the back of the classroom.

- Writing materials for your display: The most commonly used writing materials are sizes A3 and A4 papers to use with the felt pen or marker.

A Marker

ACTIVITY I

List any **twelve** instructional materials that are used in schools.

Classify these instructional materials:

(i) as audiovisual materials.

(ii) as educational media.

3.   Use freehand to write **ten** (10) separate words on the chalk board.

4.   Use free/hand-writing to write **five** (5) words on a cardboard.

**Instructional Materials from Discarded Materials**

Here is list of some of the discarded materials that you can look for and modify: cartons, spoons, news magazines, cans, forks, calendars, bottles, bottle tops, plates, pots, match boxes, biros, glass frames, boxes, markers, jugs, motor parts, paper, bicycle parts, etc

b.   *Modification and/or Adaptation of Materials*

You can modify and/or adapt materials depending on what you need them for. For example, old calendars that have relevant pictures, e.g. of an elephant and a rabbit, can be used to teach the concepts of large and small animals. Cutting and pasting will be discussed later)

An elephant   A rabbit
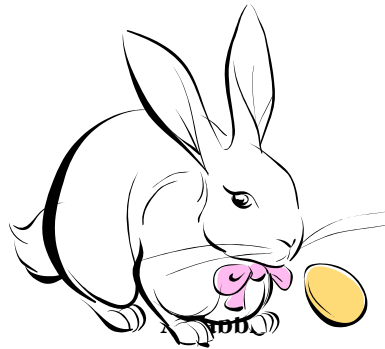
Such discarded calendars and magazines carry many pictures that can be used at no cost at all.

Methods of improvisation include the following:

i.   cutting and pasting
ii.   dry mounting
iii.   wet mounting
iv.   creation of flannel board
v.   paper pulp making
vi.   tie and dye
vii.   clay moulding
viii.   manipulation of figure and shapes
ix.   photocopy
x.   scanning

Here are examples of one or two of the methods.

i.   **Wet mounting** - wet mounting is a method used in putting an already cut out picture on another piece of paper, usually bigger than the original picture or cutting.
*Materials Require***:** Local gum (gum Arabic), cardboard**,** dry sand, local brush, marker(s), ruler**,** cleaner, scissors

*Procedure***s**

- cut a picture from a magazine or calendar;

- measure its length and width;
- mark the measurement on a larger cardboard by placing the cut in the centre of the cardboard;
- smear the edges of the cutting with gum and also smear;
- the marked portion of the cardboard;
- allow the two to dry for 2-3 minutes;
- carefully place the picture in the cardboard within the marked portion;
- use dry cloth to rub the surface gently and press for 5-10 minutes;
- use your marker to draw margins around the cardboard;
- label the pasted cutting using different colours.

ii   Creating of a flannel board: - It is a board that is covered with flannel material the surface of which is hairy, like the skin of a ram.

Materials **needed are:** ply wood, baby blanket**,** nail (1/2 inch)**,** hammer**,** saw

*Procedure***s:**

- cut a sizeable 2" x 4" board;
- cut the baby blanket at 2.5" x 4.5";
- cover the ply wood with the baby blanket with 5" overlapping;
- i.e. the four edges of the wood;
- turn the back and nail the baby blanket with a ½ nail at intervals of 4 inches all round the ply wood.
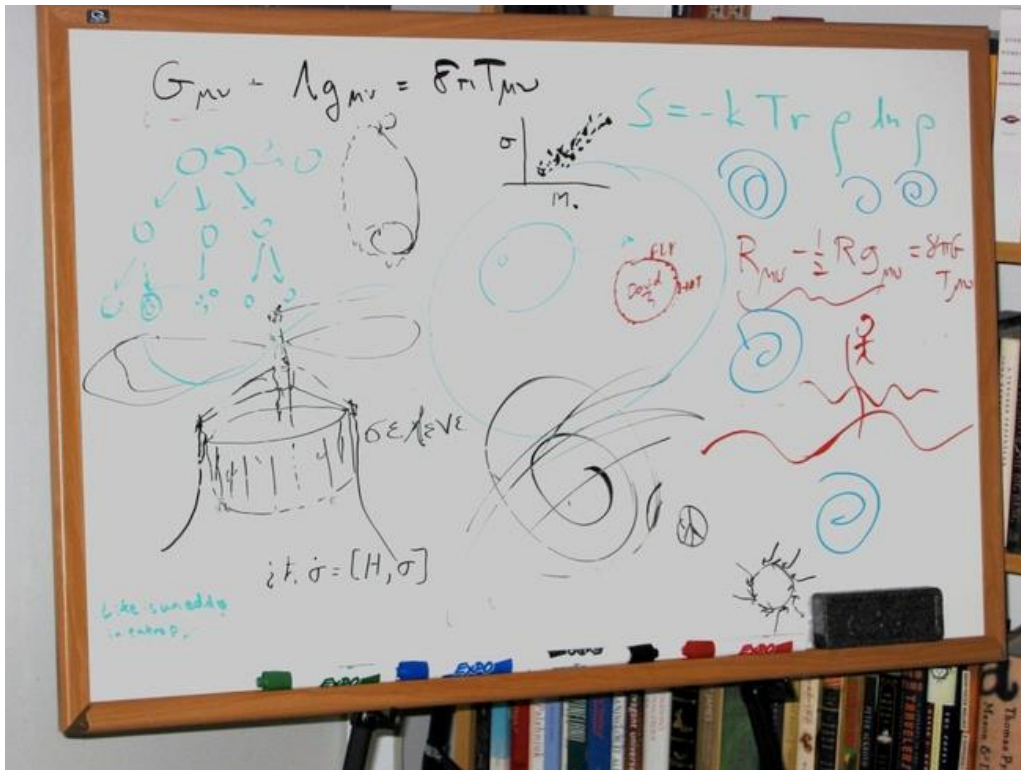
A White Board with Duster and Marker

Uses of Flannel Board

You can use a flannel board to paste your improvised materials. It attracts and holds all materials with a rough surface, e.g. sandpaper, posters, cuttings, pictures, etc.

ACTIVITY 1

Use freehand to write ten (10) separate words on the chalkboard.

ACTIVITY 2

Within the school compound, find some materials with which to construct instructional materials for a specified lesson.

ASSIGNMENT

Prepare a lesson in science and show how you would use a small water melon to teach "Seeds and fruits" in science.

SUMMARY
In this unit, you learnt how to improvise and integrate locally constructed teaching aids. You also learnt to write letters freehand and how to write separately and boldly, both on the chalkboard and cardboard. This unit also discussed how discarded materials can be modified or words for use in teaching. You also learnt how to use felt pen for shading, colouring, and legible lettering. This unit calls on you to be highly innovative in sourcing instructional materials locally. It demands that you use your use your imagination to create instructional materials that can enrich your teaching.

REFERENCES

National Teachers' Institute (2012). Teaching Methods and Techniques. MDG Manual for Retraining of Primary School Teachers.

UNIT 10:   SKILLS NEEDED FOR IMPROVISATION AND UTILIZATION OF INSTRUCTIONAL MATERIALS.

INTRODUCTION

The previous unit has shown you how to source create and utilize some local materials for improved teaching. In order to improvise teaching materials, you need skills such as observation, measurement, calibration, designing, and creativity. These skills are described in greater detail below. This is to be done expertly or tactfully, using your lesson objectives as a guide.

OBJECTIVES

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

i.   describe any five skills needed for improvisation.
ii.   state any three ways you can use instructional materials in your teaching; and
iii.   integrate instructional materials where appropriate in your lesson.

HOW TO STUDY THE UNIT

*   Read the unit carefully.
*   Take note of important points.
*   Revise the previous units as you read along, where necessary.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

Observation

It is necessary to have a keen sense of observation to be able to improvise. The first step in improvisation is to observe the details of the original equipment to be improvised. It is also necessary to carefully observe places and locations where materials for improvisation can be obtained. It is equally necessary to observe any textual material used as a guide for the improvisation. These include textbooks, improvisation guides, blue-prints, laboratory manuals and resource books.

Measurement

Measurement is a very important skill in improvisation of instructional materials. Measurement is very essential in improvisation if the instructional material to be improvised is to be of high standard and useful like the real equipment. Measurement involves the coordination of the eyes and the muscles of the hand. Most often, the measurement needed are length and width, mass, and volume. It is necessary to note the units of measurement and be consistent with the units.

Calibration

Calibration is the art of determining the capacity or scale of an instrument. This can be done through the use of original equipment. This is necessary so that the users can measure accurately. For example, to calibrate on improvised measuring cylinder, pour some water into an original measuring cylinder. Note the volume of the water e.g. 15cl. Pour the water into the improvised cylinder and mark the level as 5cl.

Designing

Improvisation involves designing and sketching of different parts of the equipment before they are put together. The following steps are needed in designing:

i. identify the items to be improvised;
ii. observe the various parts;
iii. measure the various parts;
iv. make a rough sketch of the items;
v. make a list of all the materials required;
vi. collect the materials;
vii. construct the items following the given procedures.

Integration and Application of Instructional Materials

a. Integration and Application

There are basically four major steps in preparing to integrate instructional materials in teaching. They include the following:

i. preparation of the teacher
ii. preparation of the pupils
iii. actual preparation for the integration of the materials is subdivided into 3 viz:
   - integration at introductory stage
   - integration at content presentation stage
   - integration at summary stage.
iv. Preparation of the follow-up and evaluation activities

i. The Teachers' Preparation

You should get prepared to use your instructional materials effectively by doing the following:

- plan the integration of the instructional materials in your lesson by following your lesson plan.
- consider how the instructional materials can help you in achieving your objectives.
- process the materials well in advance, i.e. prepare them, test them before the commencement of the lesson.

ii. Preparation of Pupils

- explain to the pupils why these particular instructional materials are used.
- direct pupils attention to important areas of study.
- define new words that are associated with the materials.

iii. Preparation for the Actual Integration

i. apply appropriately a material or set of materials at the following stages:

a. introductory stage

b. content presentation stage

c. summary stage

ii.   discuss the presentation of each stage in detail .

iv.   **Preparation of follow-up activities**

iii.   ask questions that have direct bearing to the presentation.

iv.   allow the pupils to respond freely at every stage of the lesson.

v.   evaluate the presentation using -instructional materials already used in the lesson, this is done based on the objectives of the lesson.

vi.   evaluate the lesson based on learners interest.

b.   Care and maintenance of instructional materials

The improvised instructional materials need to be carefully handled so that they can last long. They get damaged easily by the pupils during lesson, as they pass from one pupil to another. They also get damaged due to repeated display, frequent retrieval and/or long period of storage. All these lead to wear and tear of instructional materials. Therefore, to preserve them, you have to either laminate them or mount some of them on harder materials, e.g. plywood, thus they can last long. These instructional materials are often fragile and should be handled with care. They should be returned and properly stored after use.

ACTIVITY I

Name any three skills necessary for the improvisation of instructional materials.

ASSIGNMENT

The teacher should go to the classroom to teach a lesson, and demonstrate the integration of improvised materials.

SUMMARY

This unit discussed the skills necessary for improvisation. These are: observation, measurement, calibration, designing, creativity and practical skills. It also discussed how best to integrate instructional materials, and their maintenance to ensure that they last long, i.e. their durability. You need the five skills discussed in this unit and a lot more in order to improvise instructional materials. No matter how well-prepared the instructional materials are, if they are not properly used, your pupils may not benefit much. Therefore, make sure that you introduce them at the appropriate stages of your lessons for maximum effect.

REFERENCE

National Teachers' Institute (2012). Teaching Methods and Techniques. MDG Manual for Retraining of Primary School Teachers.

MODULE EIGHT: EDUCATIONAL EVALUATION AND CLASSROOM ASSESSMENT

UNIT 1:   MEANING AND SCOPE OF EVALUATION

INTRODUCTION
In the teaching learning situation, evaluation is very necessary. The data collected from an evaluation helps the teacher understand his/her pupils. If carefully planned, evaluation can provide reliable information for a teacher to judge whether the objectives of a lesson have been achieved or not. In this unit, the meaning and the scopes of educational evaluation are discussed.

OBJECTIVES
By the end of this unit, you should be able to:
1.   define the concept of evaluation;
2.   enumerate the purpose of evaluation;
3.   state the types of evaluation; and
4.   explain the principles of effective evaluation.

HOW TO STUDY THIS UNIT
1.   You should understand the meaning of the key words.
2.   You should read the unit at least three times.
3.   You should make sure that you understand the meaning of each word you do not know.
4.   Attempt all the activities and assignments
5.   From the references provided, read more about this unit.
CHECK ANSWERS TO ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOK.

DEFINITION OF EVALUATION
Evaluation in education refers to an assessment of the extent to which the goals of instruction have, been achieved. At the end of each lesson or topic, a teacher evaluates his pupils by giving them a test or examination or by giving them assignment or homework.

PURPOSES OF EVALUATION
1.   Evaluation provides feedback to the teacher, to the parents and to the pupils regarding the progress being made by pupils.
2.   Evaluation helps the teacher to diagnose persistent learning difficulties of hi pupils.
3.   Evaluation enables the teacher to identify the vocational interests or aptitudes of his/her pupils.
4.   Evaluation enables the teacher to identify individual differences amongst his/her pupils so that he/she can plan appropriate learning teaching strategies.

ACTIVITY I

1.   Ask the pupils to tell you their positions in the last terminal examination.
2.   Ask the pupils if they were given their report cards for the last term examination and the pupils to read the comment of their form masters.

FORMS OF EVALUATION

There are various forms of evaluation. The following are the most important:

1. Placement Evaluation

This is a process of determining whether a pupil possesses the basic requirement for the next lesson or topic. It is a form of evaluation that assesses a pupil to know whether he or she has mastered the basic concepts required for successful understanding of the next lesson or topic.

2. Formative Evaluation

This is a process of determining how learning is progressing. It provides feedback to the teacher for possible reinforcement or discontinuation of a teaching strategy. The aim of formativc evaluation is to correct teaching and learning errors so as to improve learning.

3. **Diagnostic Evaluation**

This is a process of determining the causes of persistent learning difficulties; be it intellectual, environmental, emotional, physical etc. The goal of diagnostic evaluation is to ascertain the causes of learning difficulties amongst pupils in the class.

4. **Summative Evaluation**

This is a process of determining the end of course achievement for the sake of assigning grades or certification. Summative evaluation provides information for judging the appropriateness of course objectives. This form of evaluation is usually conducted at the end of term or end of unit of instruction or end of the schooling.

ACTIVITY II

1. Select a topic in Mathematics and list the concepts that you feel are necessary before introducing that topic.
2. Prepare a test which you will administer to the pupils to know if they really understand what you taught them.
3. Ask your pupils to give reasons why they find certain topics difficult in English as a subject.

PRINCIPLES OF EFFECTIVE EVALUATION

Evaluation is most effective if it is based on sound principles such as the following:

1. Determine and clarify what is to be evaluated.
2. Select appropriate evaluation techniques.
5. Use variety of evaluation techniques. No one evaluation technique is adequate for all evaluation situations.
6.   Beware of the strengths and limitations of evaluation techniques.

ACTIVITY III

List as many as possible the various methods or techniques a teacher uses in evaluating his pupils' achievement.

ASSIGNM ENT

1. Define the term evaluation.
2. Fill in the blanks with appropriate word or phrases.
   (a) determine pupils' performance at the end of instruction.
   (b) monitors learning progress.
   (c) assesses learning difficulties.
   (d) evaluates achievement at the beginning of instruction.
3. List the guiding principles of evaluation.

SUMMARY
- Some forms of evaluation is necessary in a teaching learning situation. Evaluation is an assessment of the extent to which the goals of teaching have been achieved.
- Formative evaluation checks the progress of pupils.
- Sometimes evaluation is conducted to diagnose learning difficulties of our pupils. This form of evaluation is known as **diagnostic evaluation**.
- Evaluation is often conducted to find out if our pupils possess the basic skills or knowledge required for the understanding of subsequent topics. Such evaluation is referred to as **placement evaluation.**
- A times we evaluate our pupils for the purpose of certification or for awarding grades. Evaluation of this form is known as summative evaluation.

REFERENCES
N. E. Gronlund (1981): *Measurement and Evaluation in Teaching:* New York Macmillan Publishing Co. In.

Slavin, R. E. (2009). Educational Psychology: Theory and Practice. New Jersey: Pearson

UNIT 2: EVALUATION OF LEARNING OUTCOMES

INTRODUCTION
A logical follow-up to teaching/instruction is the assessment of how effective teaching has been. The assumption is that if your teaching has been effective, then the pupils would have learnt a great deal. If learning has been minimal, it implies that your teaching has not been effective and you will have to do something about it. You have to find out what the problem has been. This is the place of evaluation in teaching.

As a matter of fact, you may try to find out the relative effectiveness of different teachers in their teaching, by giving their students an examination on something they had taught them. The pupils of the most effective teacher will score more than others. In general, by evaluation you will have an idea of the level of knowledge of the pupils. This will, in turn, give you an idea on whether or not they are ready to learn more advanced topics.

In this unit, we shall first of all discuss the meaning of evaluation. Then we shall take a cursory look at the different forms evaluation could take and its uses. We shall finish our discussion with the process of evaluation.

OBJECTIVES
By the end of this unit, you should be able to:
1. explain the concept of evaluation;
2. describe the different types of evaluation; and
3. explain the process of evaluation .

HOW TO STUDY THIS UNIT
1. Read the introduction carefully.
2. Read through the entire unit once.
3. Attempt all the activities as you get to them.
Check answers to activities and Assignment at the end of this book.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

NATURE OF EVALUATION
Evaluation or assessment is normally based on the objective of teaching. If the objective for teaching is to enable the child to count from 1 to 100, for example, then when you come to evaluate the child's ability to count from 1 to 100, you will lay sour assessment on that. It will not be right to ask the child to count from 150 to 250.

In brief, evaluation must be based on the objective for teaching. If the objective is to teach the child simple sentence construction using the names of domestic animals, we must limit our evaluation to that; and so on. The syllabus is the basis for evaluation.

Evaluation normally takes the form of tests or examination, which take place after some teaching/learning session has taken place.

ACTIVITY I
What is evaluation?

TYPES OF EVALUATION

Broadly speaking, evaluation can be divided into formal and informal types. The informal types are conducted in such a way that the individual/individuals undergoing the evaluation hardly know that they are being assessed. In formal evaluation of learning outcomes however, date, time and place are usually fixed. The individual/individuals know that they are being assessed.

Under informal evaluation, the following types maybe listed, viz.

(i) **Questioning in the classroom** - the teacher may ask the pupil(s) some questions on what he is teaching or on some related issues. In this way he will have an idea about the level of knowledge they possess on that topic or concept.

(ii) **Interviews** - discussions and questions asked, during interviews give an assessment of the individual(s) knowledge about the issue or concept.

(iii) **Check list** - a checklist maybe drawn up to assess what the individual knows or can do. For example, levels of competence say, addition or spelling of four-letter words may be evaluated in this way.

(iv) **Anecdotal Records** - These are notes .made on individual children on their outstanding activities or achievements. Such records can be used to monitor progress over a long period of time.

(v) **Word sample** - Samples of the works of individuals can be used to evaluate progress in different subjects.

With respect to formal types of evaluation, mention can be made of the following:

(i) **Multiple choice type tests** - In this form of assessment, questions are posed and a number of answers given, one of which is the correct answer. For example:
The capital of Nigeria is:
   (a) Enugu
   (b) Kaduna
   (c) Ibadan
   (d) Abuja
   (e) Lagos

The individual is expected, to pick out the correct answer by ticking or circling.

(i) **True or False items** - In this type of evaluation, the individual is asked a question and is expected to respond with a "true" or "false" statement. For example: "Kano is the capital of Nigeria". He responds with either a "true" or "false". In this case, if he responds with "false", he is given a point for has correct answer.

(ii) **Matching:** Here the individual is given a number of questions and he matches these against number of answers provided. For example, "match the following states in Nigeria with their capital cities:

State	Capital Cities
Lagos	Kano
Kano	Asaba
Anambra	Awka
Oyo	Ibadan
Delta	Lagos
	Yanogoa
	Gusau

(iii) **Essay:** It is also likely that you are familiar with this method of evaluation. As a matter of fact, some of the assignments given to you in the last two units were essay-type questions. In the essay form of evaluation, you are asked to write on a certain topic. This form of assessment does not give room to guessing as the others, above. In addition, it is possible to assess the language, ability, spellings and general creative abilities of the individuals. This is in addition to the subject matter of the topic posed. All these are advantages. Furthermore, it is very easy to set essay-type

questions. However, marking is usually difficult since you may have to read through a lot of writing and in addition, different individuals respond differently to questions. Hand writings also differ. This could affect the marks allocated. Hence, the marking here is somewhat less objective than in the other forms of evaluation we have seen. However, the essay-type of evaluation is not suitable especially for young children due to less developed composition abilities.

ACTIVITY II
1.   List down the two (2) main types of evaluation.
2.   Why is the essay-type of evaluation not suitable for young children?

USES OF EVALUATION
Results of evaluation are normally used to assess the amount of learning acquired by the pupils who have received teaching or instruction. These results will allow the teacher to have an idea about how effective he has been in his teaching. If a large number of your pupils fail, it means you have failed in your teaching. You may need to repeat the lesson or lessons.
Evaluation is also used to identify children with learning difficulties. If a child consistently fails, it means that something is wrong. The problem could be low ability or intelligence, or emotional problems or lack of interest/motivation in learning.
If you are able to trace the source of the problem, then with the assistance of experts in Educational Psychology or Guidance and counseling, the child could be assisted. Results of evaluation (or examinations) are also used to select children for placement into say secondary schools. Those with the best scores are taken.

PROCESS OF EVALUATION
In evaluating learning outcomes, evaluation questions are set based on the objectives of teaching as spelt out in the syllabus. For example, if the objective is to teach addition using single digit numbers, then the questions must be set on addition with single digit numbers. The questions must be framed well and should not be vague. Otherwise, they will confuse the children. As you set the questions, a wide area of the syllabus should be covered not just one small piece. It means that you should spread out your questions to cover most of the topics taught. This is a sign of a good examination/evaluation. Try to test the general topic not on obscure part.

ASSIGNMENT
Write   an   essay   on   the   types   of   evaluation   you   have   learned.

SUMMARY
•   In this unit you have learned about the concept of evaluation in the teaching/learning process.
•   It has to do with assessing the amount of learning acquired by the pupils after undergoing some teaching/instruction.
•   The result of evaluation serves as a feedback on the effectiveness or otherwise of your teaching.
•   If the pupils performed generally well, it means that your teaching has been effective, i.e. they have learnt what they are supposed to learn.
•   If they performed generally poorly, it means your teaching has not been, effective and you may need to repeat the lesson(s).
•   There are many different forms of evaluation: formal and informal forms of evaluation. The informal types can take the form of asking questions in the classroom or keeping anecdotal records.
•   The formal types include multiple-choice questions matching items or essay-type examinations.
•   Evaluation results may be used for assessing the effectiveness of your teaching, or to identify children with learning difficulties or even for admitting children into say secondary schools.

- In the process of evaluation, you should base your examinations on the objectives for teaching. The questions should be clear and unambiguous. You should also cover as wide an area of the syllabus as possible.

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UNIT 3:   HOW TO STATE OBJECTIVES FOR EVALUATION PURPOSES

INTRODUCTION
The objectives of a lesson help in guiding the teacher in several ways. They assist the teacher by guiding him to focus on what to evaluate at the end of his lesson. Objectives of a lesson also help the teacher to select teaching materials as well as the method to be used in the lesson. In this unit attempts are made to teach you how to prepare instructional objectives for the purpose of evaluation.

OBJECTIVES
By the end of this unit you should be able to:
1.   explain the meaning of behavioural objectives;
2.   explain the meaning of non-behavioural objectives;
3.   prepare instructional objectives in behavioural forms; and
4.   state certain dimensions of instructional objectives.

HOW TO STUDY THIS UNIT
1.   Study this unit diligently.
2.   Attempt all the activities and assignments.
3.   Master all the study words listed below.
Check for answers to the activities and assignment at the end of this book.

WORD STUDY
Objective: refers to specific learning outcomes
Behavioural objective : objective which specifies what a learner will be doing during the process of evaluation.
Learning outcome : an intended outcome of instruction stated in terms of specific pupil performance.
Performance : measurable or observable pupils' response in an examination.

STAGE I
The purpose of education is not just to accumulate knowledge but to change behaviour. A behavioural objective therefore is one which specifies what the learner will be doing during the evaluation process. Behavioural objectives use action verbs such as 'explain' 'state' 'define' 'illustrate', 'discuss' 'elaborate' 'list' etc. Behavioural objectives focus on the learner outcomes. The guiding principles in stating behavioural objectives are that it must be stated very specifically including details of the conditions necessary for their attainment. For example, we might state an objective in behavioural terms thus:
'At the end of this lesson, pupils should be able to 'ADD' two-digit numbers". Here the action verb is 'ADD' which is the behaviour goal expected at the end of the lesson.
When objectives are stared in behavioural form, it makes evaluation very easy. For instance in the above example, the teacher can easily evaluate his lesson by commanding his pupils to ADD two-digit numbers. Non-behavioural objectives on the other hand do not use action 'verbs'. And for that reason, it makes evaluation very difficult and biased. For example, the statement that "At the end of this lesson, pupils should **understand** how to add two-digit-numbers' is very difficult to evaluate. This is because there are varying degrees of **understanding** amongst pupils. The teacher should avoid the use of non-active verbs in stating objectives for his/her lesson.

ACTIVITY I
Refer to your old lesson notes or a friend's own for last year and identify the objectives stated behavioural and those not stated behaviourally

STAGE 2 There is a number of ways to describe objectives. The following are some of the important ways in to which certain objectives could be paired.

1. **MASTERYAND DEVELOPMENT OBJECTIVES**

Mastery objectives are those objectives that deal with the minimum essentials of a course. Such objectives are usually concerned with relatively simple knowledge and skills such as add, define, list etc. The developmental objectives are usually concerned with those objectives that can never be fully achieved. Such objectives are concerned with complex learning outcomes such as application, analysis, thinking skills, etc.

2. **ULTIMATE AND IMMEDIATE OBJECTIVES**

The ultimate objectives and those objectives concerned with the typical expected performance from each individual after a course e.g. to produce a good citizen, to develop self- reliance, etc. The immediate objectives are those objectives concerned with typical expected performance of an individual immediately after instruction.

 3. **SINGLE COURSE AND MULTIPLE COURSE OBJECTIVES**

In a single course, objectives are unique to a particular course so that other educational experiences make little or no direct contribution to their attainment, e.g. laboratory skills. On the other hand, multiple course objectives are dependent upon a wide variety of courses and quite reasonable years for their attainment, e.g. communication skills, study skills etc. are multiple course objectives that might depend on a number of experiences and a number of years for their attainment.

4.   STATED AND FUNCTIONAL OBJECTIVES

Stated objectives arc those objectives stated in any given course, whereas functional objectives are those implicit in the teaching-learning process. Stated objectives are always stated in terms of expected learning outcomes, while functional objectives are usually in terms of functionality of a pupil in real life situation.

ACTIVITY II

Review any previous lesson notes and identify whether the objectives are:

a.   mastery objectives
b.   developmental objectives
c.   ultimate objectives
d.   immediate objectives
e.   stated objective
f.   functional objectives

ASSIGNMENT

1.   For each of the following statements state whether the objectives are behavioural or non behavioural.

At the end of the lesson a pupil should be able to:

a.   Understand how to divide numbers.
b.   List 10 advantages of evaluation.
c.   Elaborate on the meaning of evaluation.
d.   State types of educational objectives.
e.   Divide 169 by *13.*
f.   Know the concept of evaluation.

2.   List 10 action verbs to illustrate behavioural objectives.

SUMMARY

- Statement of objectives in any lesson is very necessary for a teacher. This is because such clearly stated objectives assist the teacher in directing his/her teaching as well as in evaluating his/her pupils.
- Objectives should be stated in behavioural forms.
- In stating objectives in behavioural forms action verbs are used.

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UNIT 4:   THE CONCEPT OF CONTINUOUS ASSESSEMENT

INTRODUCTION
With the approval of the National Policy all Education (NPE) by Federal Government in 2004, the continuous assessment (CA) became part and parcel of assessment in our school system. In this unit, attempts are made to explain the concept of C.A.

OBJECTIVES
By the end of this unit, you should be able:
1.   define the concept of continuous assessment;
2.   describe the characteristics of continuous assessment; and
3.   list the reasons for continuous assessment in our schools.

HOW TO STUDY THE UNIT
1.   Read the unit very carefully and note the important points.
2.   Try all the activities and the assignments.
3.   Try and read more about CA from the references at the end of this unit.
CHECK ANSWERS TO ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOK.

WORD STUDY
 Systematic: well- planned exercises for CA indicating periods and intervals within which they are to be conducted.
Comprehensive: a collection of many types of instruments for C .A.
Cumulative: the sum of all the scores from tests, assignments or projects for C.A.

Meaning of Continuous Assessment
According to Federal Government (1985), continuous assessment is defined as a method of finding out what the pupil has gained from learning activities in terms of knowledge, thinking and reasoning, character development and industry. There are many techniques that could be used for C.A. These include tests, assignments, projects, observations, interviews, check listings, questionnaires and so on.
From the above it could be stated that CA is a process whereby final grading of a pupil in the cognitive, affective and psychomotor domains takes cognisance of his day-to-day achievement, throughout his school life.

Reasons for Continuous Assessment
a.   Since assessment is an integral part of teaching then teachers should be involved in the final assessment or grading of their pupils.
b.   Continuous Assessment provides valid and reliable assessment of pupils since it is conducted throughout the school period.
c.   Continuous Assessment provides basis for career guidance of pupils.
d.   Continuous Assessment provides basis for assessing the effectiveness of teaching methods.

Characteristics of Good Continuous Assessment
Continuous assessment has been characterized by Federal Government (1985) thus:
a.   Continuous assessment is systematic in the sense that it is well planned indicating how many times it is to be conducted and at what intervals of time. A minimum of three assignments or tests or projects are required per each school subject.
b.   Continuous assessment must be comprehensive. That is to say C A ought to take many forms and should include many types of instruments for cognitive, affective and psychomotor domains.

c. Continuous assessment must be cumulative. In this regard the CA records must be kept from class to class or from term to term and each decision should be based on the previous decisions already taken.

d. Continuous assessment must be guidance-oriented. That is to say CA records should lead a teacher to counsel his pupils on their potentiality and for career awareness.

Improving the Quality of C.A
a. Use standardized test items for your CA.
b. Include projects and practicals in your CA.
c. Include observational techniques in your CA.
d. Decide how to handle factors which are irrelevant to the CA e.g.
   socio-economic background of a pupil.

ACTIVITY
a. Prepare a list of what to include in continuous assessment.
b. Suggest ways of how to include punctuality in the overall CA.
c. Suggest how to include neatness in the overall assessment or the CA.
d. Prepare a table to show the most essential components to be included in the overall assessment of the CA.

ASSIGNMENT
1. Define the term continuous assessment.
2. Describe the characteristics of continuous assessment.
3. List the rationale for incorporating CA into the school system.

SUMMARY
• Continuous assessment is a process whereby the final grading of a pupil in cognitive, affective and psychomotor domains takes cognisance of his/her day-to-day achievement throughout the schooling period.
• CA should be reliable, effective and guidance - oriented
• CA is systematic, comprehensive and cumulative.
• For any good CA, standardized evaluation instruments should be used.

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UNIT 5:   TEST AND TYPES OF TESTS, TEST CONSTRUCTION AND USES OF TESTS

INTRODUCTION
The goal of testing our pupils is to obtain valid, reliable and useful data concerning their achievement. In this unit, attempts are made to explain the meaning of tests, different types of tests, how to construct a good test and the various uses of tests.

OBJECTIVES
By the end of this unit, you should be able to:
1.   describe what a test is all about;
2.   explain the various types of tests;
3.   state the procedure for constructing a good test; and
4.   state the uses of good test.

HOW TO STUDY THIS UNIT
1.   Read the unit diligently and note down the key words.
2.   Attempt all the activities and the assignment.
3.   Read more about the unit in the references provided below.
CHECK ANSWERS AND ASSIGNM ENT AT THE END OF THIS BOOK.

WORD STUDY
Test: a test is any series of questions or exercises meant to measure knowledge or aptitude.
Examination: a kind of test that measures what was taught to pupils.
Table of specification: a test blueprint indicating the topics and the objective being tested as well as the number of items used.
Essay test: a test that requires external written responses from
a pupil being tested.
Cognitive domain: a set of behavioural objectives which deal with the
recall or knowledge related to intellectual abilities
and skills.

TESTS
Evaluation of educational outcomes is mainly in the area of cognitive domain. Hence, for assessing cognitive abilities, test is the only instrument commonly used by classroom teacher. Test is a set of questions or exercises given to pupils after they might have been taught to measure what they learnt from a teaching session. Tests must be valid, reliable and useful if they are to be of any good to the teacher. Tests are of different types such as essay, multiple-choice, True or false, fill-in-the blank etc.

Types of Tests
There are a number of test techniques for assessing cognitive domain of our pupils. Following are the most common in primary schools.

(i)   **Essay Tests**
Essay tests are tests that require an individual to write extensively in prose. With essay tests, pupils are expected to select or organize and integrate ideas ii prose form. Essay tests might not be very popular at primary school mainly because language plays significant role. Essay tests are very easy to prepare and it also helps pupils improve their handwriting. Essay tests are the only tests that measure complex learning outcomes such as reasoning, integrating ideas, etc. On the other hand essay tests have severe limitations such as unreliability of scoring, limited in testing only the portion of the syllabus and time consumption in the marking of the items.

(ii) Multiple-Choice

Multiple -choice test is a test that is stated in declarative form together with a set of possible answers. The possible answers are called the alternatives, usually four of five in number with one as the most appropriate solution. Most experts in evaluation agree that the multiple-choice test is the most versatile valid, reliable and most widely used of all types of tests. It was argued that through well designed multiple-choice test, most educational objectives can be assessed (Storey, 1970). The most serious limitation of multiple-choice test is that it is difficult to set and guessing might influence the pupils' scores.

(iii) True-or-False

True-or-false test is another type of test which is made up of a declarative sentence and a pupil is asked to mark true or false, right or wrong, correct or incorrect, yes or no, agree or disagree and so on . True -or-False has the advantage of being easy to construct. A test constructor can just lift a statement from his/her notes or textbook and ask the pupils to state true-or false. With true-or false tests pupils can recognise cause-and- effect relationship. One of the major weaknesses of True-or - False test is that guessing plays a larger part. With only two alternatives, a pupil has a 50 -50 chance of choosing the correct answer on the basis of chance only.

iv. Fill-in-the-blank (or short answers as it is sometimes called)

Test refers to any type of test which calls for names of persons, places, things, processes etc. Fill-in-the Blank asks for symbols that represent words in shorthand, mathematics and science. This implies that Fill-in-the blank test measures factual information. An important advantage of Fill-in-the blank test items is that the examinee provides the answer, thus reducing the possibility of guessing. Another advantage of Fill- in-the blank test is that it is easy to construct. But Fill-in-the blank is not suitable for measuring complex learning outcome. Another disadvantage of Fill-in-the blank test is that of varying degree of correctness. And sometimes the scores from Fill-in-the blank tests could be contaminated by the pupils' spelling ability.

Method of Test Construction

The following points should be born in mind when constructing a test:
1. Determine the purpose of the test. Is the test for placement, diagnostic or formative purpose?
2. Determine the format of the test. Is it essay or multiple-choice or True-or - False?
3. Determine the number of items to be contained in the test. For essay, test, items are usually few but for objective tests the items are generally more.
4. Draw a table of specification. A table of specification is a table indicating the topics covered and the objectives being measured. Let us assume that we are to construct a mathematics objective test of *50* items. The major topics in mathematics primary six syllabus are number and numeration (NN), Basic operation (BO) mensuration (MS), practical and Descriptive Geometry (PD) and Everyday statistics (ES). By looking at the number of sub-topics, it could be stated thus;

$$NN = 10 \text{items}$$
$$BO = 12$$
$$MS = 12$$
$$PD = 8$$
$$ES = \mathbf{8}$$
$$\mathbf{Total} = \underline{\mathbf{50}}$$

Table 10.4 Table of Specification for Mathematics Test

TOPIC	KNOWLEDGE (no. of items)	COMPREHENSION (no. of items)	APPLIACTION (no. of items)	TOTAL
NN	3	3	4	10
BO	3	4	5	12
MS	3	4	5	12
PD	3	2	3	8
ES	3	2	3	8
TOTAL	14	15	21	50

From the table it is clear that all the topics have been tested covering knowledge, comprehension and application.
5. The following are the general guidelines for constructing tests.
   a. Test each item by writing an ideal answer to it.
   b. Indicate an appropriate time limit.
   c. Avoid trick questions.
   d. There should be one and only correct answer.
   e. Randomly position the correct answers.
   f. Avoid clues to the correct answers.
   g. Prepare comprehensive instructions for each test.

Uses of Tests
Tests can be used for a number of situations in the teaching- learning process. The following are the most common:
1. Tests are used for placement purposes. We pre-test pupils to find out if they possess the basic knowledge required for the next lesson.
2. Tests are also used for formative purposes. Formative testing enables a teacher to reinforce successful teaching strategies and discourage those practices that impede learning.
3. Tests are used also for diagnostic purposes. Diagnostic test enables the teacher to identify learning errors among his/her pupils.
4. Tests are used for summative purposes. At the end of a course or programme we give tests to certify that the course or the programme has been successfully or unsuccessfully completed.

ACTIVITY
Prepare a table of specification for a test of 100 items to cover the following:
a. Knowledge
b. Comprehension
c. Application
d. Analysis
e. Synthesis
f. Evaluation
   You can select any school subject.

ASSIGNMENT
Write True-or-False for each of the following statements:
1. Diagnostic evaluation provides reinforcement for successful learning.
2. For determining the end of course, summative tests are preferred.
3. Essay test ensures that each topic is covered in the syllabus.
4. Multiple-choice test items measure only simple learning outcome.

5. Fill-in-the Blank tests are suitable for measuring a variety of learning outcomes.
6. With True or False test all verbal knowledge can be express in propositions.
7. If a test is reliable then it is useful.
8. Essay tests are easy to score.
9. Multiple-choice tests are more versatile than any other test.
10. With true-or-false test items guessing is inevitable.

SUMMARY

• Test is an important session in the teaching-learning process.
• There are several types of tests for different purposes.
• We have the essay type of test in which a candidate is given a task and asked to respond to it in prose.
• We also have objective tests such as mu1tiple-choice, True-or-False and fill-in-the blank.
• Each teacher should use these types of tests in evaluating his/her pupils. We use tests for placement, formative, diagnostic and for summative purposes.

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UNIT 6:   TECHNIQUES OF SCORING AND GRADING OF TESTS

INTRODUCTION
Scoring and grading of tests are very important professional assignments for a teacher. If a test is well planned, the scoring will be very easy for the-teacher. This unit enables you to *know* something about scoring and marking techniques.

OBJECTIVES
By the end of this unit, you should be able to:
1.   describe the techniques for scoring of a test; and
2.   describe the techniques of marking a test.

HOW TO STUDY THE UNIT
1.   Read all the sections of the unit and take note of the important points.
2.   Attempt all the activities and the assignment.

CHECK ANSWERS TO THE ACTIVITIES AND ASSIGNMENT AT THE END OF THIS BOOK.

WORD STUDY
Global scoring: a method of scoring an essay test such that marks are awarded to the questions after reading all the responses.
Analytic scoring: a method of scoring an essay test paragraph by paragraph.
Institutional marking: marks awarded to a test using score intervals and a grade.

TECHNIQUES OF SCORING A TEST
 There are many ways to score tests. It all depends on the type of test and the number of test items as well as the purpose of the test. For essay test, the scoring procedure could be the global approach or the analytic approach. Global technique of scoring an essay involves the reading of the entire answers to a question and then the general impression is converted into a numerical score and then awarded. Such procedure is not good enough because the teachers might forget some important points mentioned at the beginning of a presentation.

On the other hand, with analytic scoring techniques, a teacher scores an essay test point-by-point, as contained on a marking scheme. That is to say a teacher assigns marks to each important point made by a candidate.

For objective tests, the scoring is highly objective so that you only need to provide the solution and anybody else can mark the items. For many of the objective tests scoring can be made by a machine such as computer. Sometimes an examiner can prepare special answer sheet, so that the correct responses can. be cut to form a stencil of correct solutions. By matching the stencil with the student's answer sheet, the scoring could be done with ease.

Techniques of Marking Tests
Usually tests are marked out of hundred marks. For summative evaluation, marks are assigned to students' performance according to the type of certificate to be awarded. For institutional marking the followings arc the common practices

I. Marks of 70 and above Al letter grade is awarded.
2. For marks between 60 - 69. B letter grade is awarded
3. For marks between 50 - 59, C letter grade is awarded.
4. For marks between 45 - 49 D letter grade is awarded.
5. For marks between 40 - 44. E letter grade is awarded.
6. For marks between 0 -*39.* F letter grade is awarded

In another system of marking students' performance. The following is the common practice:

MARKS	DESCRIPTION	LETTER GRADE
70 and above	Distinction	A
60-69	Credit	B
50-59	Merit	C
40-49	Pass	D
Lessthan40	Fail	F

Grades are generally for specific purposes. At primary school level, grades are used to specify the attainment of certain standards. At secondary school level, grades arc used to indicate the learning potential of a student. In this case the grades are used for admission purposes. Many attempts are made to modify our traditional marking system with little or no success. Some experts suggested certain letter grades such as H for honour, S for satisfactory and U for unsatisfactory. Still there is a two - category marking system. With this system of marking performance is either pass or fail, satisfactory or unsatisfactory. The system does not include grades for performance.

ACTIVITY I
1.   What do you think should be included in a letter grade?
2.   What type of scoring system do you prefer and why?
3.   What type of marking system do you prefer and why?

ASSIGNMENT
1.   Construct tables to show the various types of distribution of marks.
2.   Compare and contrast between global and analytic scoring systems of essay test.

SUMMARY
Scoring and marking of test is a very difficult assignment for a teacher.
When objectives of the lesson are formulated in behavioural terms, it makes both the scoring and the grading of tests very easy and less subjective.
•   Teachers should use analytic scoring procedure so that test is scored paragraph -by-paragraph.
•   The institutional marking is one that assigns letter grades to each score or interval of scores.
•   The letter grades are used to indicate the level of attainment or mastery of a stated objective.
•   The letter grades are used for admission purposes and certification.

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MODULE NINE: MANAGING CHALLENGING CIRCUMSTANCES

UNIT 1: MANAGING LARGE CLASSES

INTRODUCTION:

There are cases, especially in urban areas and rural areas alike, where you may discover that you have to teach as many as 40 students or more in a class. There are methods or techniques we as teachers can use for effective teaching and learning. The unit will present some strategies for handling large classes found in many schools across the nation. The most common strategies for handling large classes include motivation, interaction and participation which are applicable in teaching any subject matter. The unit shows you how to use all of these activities.

OBJECTIVES

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

1.   state the meaning of a large class;
2.   specify the methods that can be applied or used in solving the problems of large classes;
3.   devise exercises that will help teachers in handling large classes; and
4.   list some of the challenges posed by a large class.

HOW TO STUDY THIS UNIT
- Read the unit carefully.
- Understand one section before going to the other.
- Re-read complex sections, where necessary.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

Participation as a Technique

Learning takes place through active participation, whether in large or small classes. Active learning activities become more effective in large classes because of the different kinds of pupils found in them. Some pupils are the brilliant, some average, others dull, outspoken, reserved, and so on. Participation during learning can be in form of interactions involving pupils and teacher, pupils and the textbook, pupil –pupil, pupils in small groups, male pupil-female pupil, male pupil-male pupil, female pupil-female pupil, row by row, first row and last or second to the last row, and so on. Active pupil participation may also be in the form of reading, discussing, writing, compiling answers, engaging in field trips, observing and reporting, building up something, designing a structure or object, classifying things, and so on.

Other teaching techniques at your disposal are to:

- motivate pupils in order to maintain interest and ensure full participation,

- manage them in small groups for intra-group and inter-group interactions,

- maintain a co-operative atmosphere all through the lesson,

- make sure there is collaboration among the teachers, the taught, as well as the neighbouring schools, communities and other stakeholders in Education and

- make use of the media for explanation of some mathematical concepts, theories and practical demonstration of such and audio-visual representation of mathematical concepts taught especially in geometry and special patterns.

We now illustrate these techniques and how you can use them in large English or mathematics classes, for example.

A case study is a recorded experience of a primary school teacher like you who has been grappling with the kinds of problem you may experience in your school. It tells you how the teacher approached the problems and provided solutions. From the case study you can learn something.

Case Study of Teaching English

Read the case study below and answer the questions that follow:

Madam Rebecca Ayuba teaches English in Primary 5 of LEA Primary School, Dogon Bauchi. She had about 150 pupils in her class. The pupils all sat on the floor, because there were no luxury of benches and desks in the class. Before any training on how to manage large classes, Madam Rebecca used to burn herself out shouting at the top of her voice to keep the class quiet. She would read the English text to them at the top of her voice. The noise from the pupils would prevent many of them, especially those at the back, from hearing anything read. When assignments were given, only half of the class would do the assignment. Others would keep on making noise or sleeping in class. Madam Rebecca spent most of the time beating the pupils. Before she finished disciplining a pupil, another one was committing the same offence.

One day, a supervisor who had just completed a short training course on managing large classes, came to Madam Rebecca's English class and offered useful suggestions on how to handle the class better. These suggestions included getting all the pupils to participate in diverse activities such as working in pairs and small class groups, pupils interacting with one another by discussing and sharing ideas in small groups, attending out-of-class observation and recording what is seen or observed, writing a response to a comprehension passage individually and in groups, gathering information from the English textbooks and pasting them on the class wall, working on a particular written English project in class groups and reporting findings to the entire class, and many other interesting pupil-oriented activities. Teacher Rebecca found out that the children' participation in the large class increased tremendously, in terms of three kinds of interaction: pupil to teacher, pupil to pupil, and pupil to English material interactive activities. The pupils became more interested in the lessons, they were kept busy attending to learning, and their performance increased significantly.

ACTIVITY I

Now that you have read the case study, provide answers to the following questions:

1.   What are the problems of teaching in large classes as revealed in Teacher Rebecca's class?

2.   How did Rebecca solve the various challenges experienced in the large class?

3.   What are the positive results of the new approaches adopted by Teacher Rebecca from her supervisor?

Now that you have provided answers to the questions above, compare your answers with the discussions in this section of the unit.

Active Participation in Lessons

Going by the observations made in Rebecca's class, it is possible to say that one of the greatest challenges in a large class is getting pupils to participate actively in learning activities. These can be done during the lessons. Some of the learning activities during lessons are: brainstorming, think-pair and share, reading, labeling, discussing in small groups etc.

Take any of the skills you teach in primary English classes and use two of the techniques discussed above to teach a topic.

Participation after the Lesson

Active pupil participation in large classes can be moved beyond the classroom situations to more practical activities in and outside the class. Pupils can be asked to do some or all of the following things after the lesson presentation:

- coming forward as individuals or group representatives to put down the major points of the lesson, which may be grammar, vocabulary or speech lesson;

- getting pupils to put down in their note books major things they have learnt in the English lesson;

- pupils and the teacher jointly writing essays or summaries on the chalkboard;

- pupils converting the materials taught into charts, diagrams, sketches, bubbles, and so on, that can easily be remembered;

- pupils solving problems relevant to a listening comprehension passage read out by the teacher as in the case of filling the blanks, labelling a diagram, putting the jumbled points in correct order, and so on;

- pupils consolidating learnt items by completing assignments, practical demonstrations, practical applications of the concepts in class or at home e.g. asking children to read a short story related to a particular grammatical item learnt in class;

- organising interesting out-of-class group exercises or field trips, as a basis for writing an essay or acquiring a variety of vocabulary items;

- giving them opportunities read stories or other relevant materials on the topic and review or apply important concepts discovered in the further reading exercise; and

- displaying pupils' best works on the class walls or bulletin boards for other pupils to read and emulate.

Participatory Strategies in Language Skills

The following are some of the ways the participatory strategies suggested in this unit can be applied to major language skill areas.

- All the active participatory strategies suggested in this unit can be used for teaching any of aspects of subjects. You can use grouping in all subjects.

- Use mixed ability groups so that the more brilliant members of the groups can help others.

- Working as individuals ensures hundred percent participation in all classes. This should be used before getting pupils to work in small groups. For example, pupils are asked to read a comprehension passage in their English textbooks and provide answers to specific questions on the major points raised before asking them to work in small groups to discuss or collate their answers.

- All lessons can be sub-divided into **before, during** and **after** lesson presentation. Each of the lesson divisions should be active learning based.

- Variety is the key thing in handling large classes effectively. Pupils get bored in large groups when the teacher spends a lot of time talking, instead of getting the pupils doing. Pupils should be made to work in a variety of groups and not just one permanent group. Variety of techniques and approaches suggested in this unit should be used at different phases of teaching in large classes. In a class of 30 minutes, at least six varied learner friendly techniques may be feasibly used.

ACTIVITY II

Take a topic in any primary English textbook of your choice and draw a lesson plan that uses at least six of the learner friendly participatory techniques suggested in this unit. The lesson should be for thirty minutes only.

Mathematics in Large Classes

There are different kinds of mathematical activities that can be done in a large class. They include a variety of interactions, contributions, different views emanating from various questions. All these can

make such a class interesting, lively, and rewarding. In large classes, the highly, moderately, or less intelligent are all mixed together. In this regard, grouping can generate an active, interactive learning atmosphere among pupils. In such learning environments you should generate participation by involving pupils in small groups, male and female pupils, same gender, and so on. Active pupil participation can take the form of problem-solving, calculations, observation, manipulating aids, drawing diagrams, measurements, and so on.

1.   **Strategies for Teaching Number and Numeration**

Suppose you have a class of 50 pupils or more and you want to establish the idea of counting, you could

- group them into 10 of five pupils each

- give a sheet of paper to each group

- give each group different square number charts to draw say 6 by 6, 7 by 7, 8 by 8, 9 by 9 and 10 by 10.

- ask each group to record the number by the right, by the left, above or below a particular number say 5.

- there should be a group leader recording their answers.

This process can be repeated for other numbers which you can mention. At the end of the exercise, group leaders should give their answers so that comparisons will be made. Here, group members are allowed to ask, talk, explain, agree or disagree with each other, while the teacher goes round.

Teaching counting can also be carried out, using different sizes of abacus constructed by various teacher-created groups. Beads and bottle tops can be gathered a day before the class by each group members. Numerous counting numbers can be interactively or co-operatively learnt by pupils.

2.   **Strategies for Teaching Basic Operations**

Suppose you want to teach addition and multiplication to a class of say 40 pupils,

- group them into 5 of eight pupils each;

- give a plain sheet of paper to each group;

- instruct each group to draw 10 rows and 10 columns;

- you can demonstrate addition and multiplication charts of say numbers less than or equal to ten.

Pupils can participate and interact while drawing these charts. Any group can be called upon to answer from their charts.   3x5= 5 x 3   3 + 5= 5+3

At the end, each group will be expected to record its results and say what it discovered.

You must monitor what each group is doing by going round and throwing in some questions or suggestions, as the case may be, but giving them the opportunity to interact and co-operate in their learning.

3.   Teaching Fractions

For the same class above, the teaching of fractions can still be interestingly carried out by giving each group different cardboard shapes; square, circle, regular hexagon (six sided) and regular octagon (eight sided). This time, group the class into 4 of 10 members each. Then,

- tell each group to fold each shape once, avoiding any overlapping. The idea of ½ is established.
- thereafter, each group is to refold once only. The idea of ¼ is established.
- tell each group to colour 1 shape out of 2, i.e. ½.
- and finally, tell each group to colour 2 shapes out of 4, i.e. 2/4 or ½. The idea of equivalent fraction is established.

While these activities are going on, pupils are talking, sharing, comparing in each group.

Collaboration with other groups is allowed, while you make sure a disciplined atmosphere is maintained.

Teaching Measurement

Suppose a class of 60 pupils is to be taught the use of money:

- You can form 2 groups of 30 members each.
- Groups can be formed according to gender or not.
- Males group can have their market wares and the females their own commodities.
- Each group should appoint a seller, while others in the group are buyers.
- Supply different Nigerian Currency to each group.
- one member each group can do the recording thus:

Name of item bought	Rate of item	Change given

This can be motivating to pupils, while you observe and monitor by going round the groups. The idea of currency denominations and subtraction is established.

At the end of the exercise, the group that makes the highest sales should be clapped for.

Teaching Descriptive Geometry

Suppose you want to teach geometric shapes;

- group the class to appropriate manageable numbers;
- provide or let the pupils provide assorted geometric shapes from carpenters of different sizes, e.g. squares, rectangles, circles, triangles, etc. next are cubes, cuboids, cylinders, cones, rectangular pyramids. All these can be of different sizes in each group.

You can say each group should raise their rectangular shapes. Next, you can say each group should raise their cuboids. Each group will learn by observation, identification and comparison the difference between a plane (2- dimensional shape) and a solid (3-dimensional shape). Pupils will also learn the difference between one plane shape and another and similarly between one solid shape and another.

The teaching of descriptive geometry can be very exciting and pupils can be easily absorbed since it involves physical concrete objects. But you should manage the class well in order to avoid indiscipline or a rowdy atmosphere as they collaborate among groups. It should be noted that teaching geometry involves adequate preparation of those shapes.

ASSIGNMENT

Describe how you will handle a large class while teaching a social studies topic.

SUMMARY

In this unit, attention was given to the strategies of handling large classes. A good number of examples were cited from English and mathematics. The earlier teachers started thinking creatively about large classes the better. Since this is a curriculum challenge staring us in the face, teachers should diligently tackle it. The emphasis was not only on large classes but also on learner-centredness. You should reflect on the ideas suggested and generate many more, possibly in collaboration with your colleagues.

REFERENCES

National Teachers' Institute (2012). Effective Classroom Management Skills. MDG Manual for Re-training of Primary School Teachers.

SESP, TPD, Core Component, Module 4: **Learning Management**

UNIT 2: MANAGING MULTI-GRADE CLASSES

INTRODUCTION

These are defined as classes in which pupils of two or more adjacent grade levels are taught in one classroom by one teacher for most, if not all, of the day. Pupils retain their grade level labels and are promoted through the school with their classmates. Most teachers have been trained to work in single-grade classrooms. Teaching in a multi-grade school requires serious, ongoing teacher re-training and commitment to hard work. Some rural schools in Nigeria have multi-grade classes, due to economic constraint or shortage of teachers. But even the single-grade classes are overcrowded and have the characteristics of multi-grade classes because of wide differences in ability. This unit will suggest some of the techniques of bringing about effective learning.

OBJECTIVES

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

i.   identify ways successful teaching in multi-grade classes;

ii.   organise the physical environment suitable for teaching in multi-grade classes;

iii. discuss, strategies for teaching effectively in multi-grade classes; and

iv.   state possible ways of overcoming the challenges encountered by multi-grade teachers in rural schools.

HOW TO STUDY THIS UNIT
- Read the unit carefully.
- Understand one section before going to the other.
- Re-read complex areas, where necessary.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

Peculiarities of Multi-grade Classes
- Junior and senior classes are often combined.
- Teachers often teach subjects in which they were never trained.
- Equipment, instructional materials, resources, and supplies are limited or completely unavailable.
- Lack of support for children with special needs.

- Teachers are often responsible for administrative, supervisory, extracurricular, and maintenance responsibilities.
- Parents have high expectations for teacher involvement in community activities.
- Greater emphasis is placed on informal and personal communications.

What a Multi-grade Teacher Should Know and Be Able to Do

i) Good understanding of the concept of multi-grade teaching

ii) Good understanding of child development

iii) Techniques of improvisation of instructional materials from locality of relevant instructional materials and tasks according to levels, constant evaluation.

iv) Methods: Grouping, lesson preparation, lesson delivery and evaluation

v) Learner-centredness participatory, collaborative, interactive, constructive, and reflective approaches

vi) Use of dramatization, demonstration, stimulation games, role play, and so on

vii) Various classroom management and communication skills.

viii) Skills questioning, organizing, planning, in multi-grade situations.

ix) Ability to assess learning achievement, evaluating, and recording pupils' progress using various qualitative criteria such as portfolios, anecdotal reports, tests etc..

x) Skills of timetable preparation, and lesson preparation, lesson presentation for children of different levels in one classroom.

xi) Since you are expected to teach two or more classes at the same time, **you should prepare a lesson plan for each class you teach**. These lessons must contain essential components such as:

- Topic
- Lesson objectives in measurable action words such as **count**, **demonstrate**, **name**, **list**, **write**, **read**
- Pupils' entry behaviour or previous knowledge
- Pupils' activities
- Instructional materials and appropriate resources (by you and your pupils)
- Instructional strategies
- Lesson evaluation

The acronym good **preparation prevents poor performance** (4Ps) is worth bearing in mind always.

Multigrade Teaching Techniques

- The most frequently used approach is to teach the two groups separately, with one receiving instruction, while the other undertakes individual or group work. The instructional strategies used for teaching in single-graded classes can also be used in teaching multi-grade classes. Some of these active learning strategies have been discussed earlier.

- In grouping pupils, choose a strategy which is appropriate to the situation and which facilitates optimum learning. The composition of groups affects not only how and what they learn, but also the way children feel about themselves and how they relate to each other. Heterogeneous (mixed-ability) grouping is the most effective way to maximize pupils' success, i.e. children of different abilities, genders, etc.

- In multi-grade classrooms, you are expected to spend more time in organizing and planning for classes. You also need extra materials and strategies to help children get meaningfully engaged in small group or individual, activities, while others work on assignments. Since you cannot be everywhere or with each child simultaneously, you need to share instructional responsibilities with your best pupils. If you can also establish clear rules and routines, you are likely to be productive. To be effective, you also must encourage pupils to learn from each other. For example, the young could receive help and guidance not only from you, but also from older pupils. In this way, they also learn that you are not their only source of knowledge.

- Instructional grouping also plays an important role in a good multi-grade classroom. Look for similarities among the different classes and teach to them, thus conserving valuable teacher time. For example, whole-class (cross-grade) instruction can be used in teaching some religious or social studies topics across classes at once. In English, you can introduce a writing assignment through topic development where all pupils "brainstorm" ideas together across class/grade levels. Pupils from all classes can discuss different perspectives. They learn to consider and respect the opinions of others. Pupils of different ages become classmates at that moment and learn from each other, even though the final writing assignment will expect different writing competence.

- But two or three classes may also be viewed as one class and taught all subjects, using ability groupings in mathematics, reading, and spelling, for example. Brighter pupils help others, e.g. in problem-solving, reading, essay editing, spelling, etc.

- To make teaching and learning effective and easy, group pupils, either on the basis of classes, age, sex, or on the basis of ability. Sometimes you can create mixed groups for singing, dancing, art, indoor play and other types of activities.

- Where pupils of two different class levels are taught by the same teacher, they sit back to back, facing different chalkboards.

- Time-table gives attention to challenging subjects such as mathematics, science, and English taught earlier in the day, rather than in the afternoon.

- You may only be able to teach 4-6 subjects a day, rather than the stipulated ten or thereabout.

- The same subject, e.g. English, may be taught to two classes at different levels, using different contents, e.g. using two different comprehension passages for the lower and the upper classes.

- You may assign different topics of the same subject or different subjects to different groups. You may also give a topic that may encourage interaction among the groups. Some of these are illustrated below.

Example: Teaching English in Multi-grade Schools

An Illustration showing Teaching Different Topics to Different Groups

Class 1:

Fill in the blank spaces in the following words, selecting the correct option from the alternatives in brackets:

B – ll   (a, w, r)   **Ch – –r** (ai, ir, ur)

T – –le   (au, ab, u, at)   **D _ _ r**   (oo, aa, bb)

Bo _ k   (e, o, w)   **G _ rl** (i, o, w)

Class 2:

Fill in the blanks.

I am going to the h_____ to eat my f____d. My m____   cooks   good food. I like b _ _ns a _ d r_ _ e best of a_ _

Class 3:

Read the passage and answer the questions:

Abubakar was angry with Fatimah. He told her what she did. She apologised to him. Then, Abubakar forgave her with a smile.

Answer the Questions.

Who is <u>he</u> in the story?

Who apologised to whom in the story?

What did Fatimah do to Abubakar?

What will Fatimah do if Abubakar did not forgive her?

Same Topics to Different Groups with Different Degree of Difficulty

The topic is noun.

Class 1:

Write the names of ten things in your house.

Class 2:

Complete the following sentences.

In my house, we sleep on _____, write with _____   and _____, cook with _____, _____ and _____.

Class 3:

Write 5 sentences containing names of places and things in your town or village.

Peer-teaching – "each one teach one" – may help some pupils learn better from their peers than from the teacher. Use peer-tutoring in as many class activities as possible to reduce pupils depending on you all the time. Peer teaching also enables older pupils to reinforce their own learning. You can be much assisted by senior pupils in marking work and supervising classes. This technique encourages pupils to compete and surpass one another in learning.

- Pupils could work in pairs to help each other recognize and produce content words in a reading passage, write or narrate simple stories, do grammar exercises.
- Expose pupils at different levels to reading and writing through the use of pictures, charts, flash cards, spelling drills, sentence building exercises, filling in the gaps in writing exercises, and so on.
- Groups give chorus answers; respond to questions group by group, row by row, and individually.

ACTIVITY I

- Describe any four techniques you can use for successful multigrade teaching.

- **Use the Space Outside of the Classroom:** The school grounds can also be a rich resource for learning, and they can serve as an enjoyable complement to crowded multi-grade classrooms. Themes such as "You and your Environment, Living and Non-living Things", "You and Energy"

keep re-occurring. Thus, the immediate environment outside the classroom is an important and appropriate site for pupils to study living and non-living things and to develop socially and cognitively. Each group in a multi-grade class can be assigned specific tasks or activities appropriate for it to carry out outside the classroom, for example, identifying living and non-living things around the school compound, gathering, sorting and classifying objects, etc.

- **Display Pupils' Work Creatively:** Space is needed to display pupils work. Rather than display boards or tables, which take up space, pupils' work can be hung on a classroom wall or displayed just outside the classroom door for everyone to see. Strings can be used, onto which each pupils' work is attached with clips, tapes, or even blunt thorns. Decorating the room with pupils' work will also help add to the attractiveness of the room, and make it more welcoming, even if there are a lot of, pupils' in it.

ACTIVITY II

- Discuss steps you would take to create an enabling classroom environment for teaching science and technology to multi-grade classes.

ASSIGNMENT

Discuss strategies that can be used in teaching multigrade classes.

SUMMARY

In this unit, we learnt how to aim for and actualise successful multi-grade teaching. We learnt how to create a physical environment that enhances teaching and learning in multi-grade classrooms which include grouping pupils, using the space outside the classroom, etc. We also discussed the advantages of multi-grade teaching. Most teachers have been trained to work in single grade classrooms and use teacher-centred methods which are often ineffective. All teachers are encouraged to use pupil-centred instead for, methods for meaningful learning. Multi-grade classes favour the use of active learning. Hence, there is the need to teachers to equip teachers with skills to teach multi-grade classes effectively.

REFERENCES

National Teachers' Institute (2012). Effective Classroom Management Skills. MDG Manual for Re-training of Primary School Teachers.

SESP, TPD, Core Component, Module 4: **Learning Management**

UNIT 3:   **THE EXCEPTIONAL CHILD: CATEGORIES AND IDENTIFICATION -
GIFTED OR TALENTED AND SLOW LEARNER.**

INTRODUCTION

You have often used the term "exceptional" to describe something that you consider very good or very bad, haven't you? For example, sometimes you say "Tunde's writing is exceptionally good" OR "The boy is exceptionally weak in mathematics". I guess what you mean to say is that the children are above and below average respectively. In this unit, you will be concerned with the exceptional child, the situation of gifted and talented and slow learners.

OBJECTIVES

By the end of this unit, you should be able to:
1.   Define exceptionality;
2.   List the various categories of exceptionality;
3.   Define the various categories of exceptionality;
4.   Explain who gifted children and slow learners are;
5.   List five characteristics each of gifted children and slow learners;
6.   Mention how gifted children and slow learners can be identified.

HOW TO STUDY THIS UNIT
1.   Read through carefully.
2.   Answer all questions at the end of each section
3.   Think of other conditions that resemble what you are reading


NOTE: ALL ANSWERS TO THE ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK.

WORD STUDY
Excel   -   Surpass, outdo
Exceptionality -   Deviation from normal condition
Gifted   -   Superior intellectual ability or unusual abilities in learning.
Talented   -   Gifted in non-academic areas such as sports, music, etc.
Total Communication - Means of teaching the deaf. It involves sign language,   finger, spelling, auditory training, lip reading.
Gifted Child   -   Significantly above average functioning child
Slow Learner   -   Below average functioning child.
Intelligence   -   The total "make up" of wisdom, understand, knowledge.
Character   -   Trait or pattern of behaviour.

DEFINITION OF EXCEPTIONAL CHILD
In defining the exceptional child, you may wish to take the normal situation that takes place in your classroom. You have 30 pupils in your class. At the end of the term's examination, 20 of them scored between 50% and *65%.* Five pupils scored between 70% and 90% while the remaining 5 scored between 10% and 20%. You can rightly describe the first group of children who scored between *50%and 65%* as "average" or "normal children". You can also describe the group that scored 70% and 90%, as exceptionally good pupils while the group that scored between 10% and 20% as exceptionally poor children. Exceptionality can either be positive or negative, handicapped or gifted.

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         30                                              180
       − HANDICAPPED           100            + GIFTED
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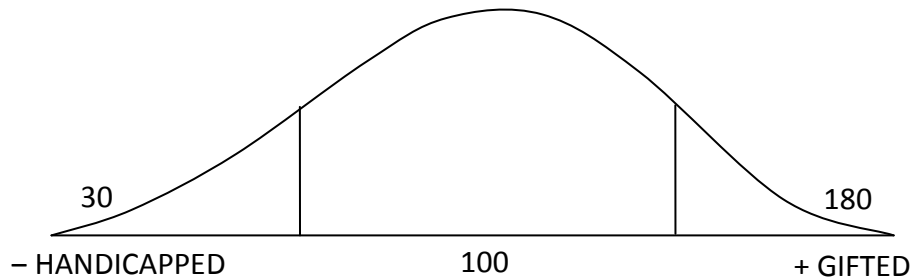
The description applies to everything in life - classroom performance, sports, music, seeing, hearing, and talking. In all these, a child can perform "averagely" or "normal". Another child can perform either of the extremes. A footballer like Dele can be described as exceptionally good footballer or Mary Onyali as exceptionally good sprinter. You can also find examples of children who cannot run well or play football as exceptionally poor in football, running, mathematics, English. From our description so far, if I ask you the question - "who is exceptional child?" I know you will say that the exceptional child is that child who deviates from the average or normal child in classroom or outdoor activities like sports, sensory activities like seeing and hearing.

DIFFERENCE BETWEEN HANDICAP AND DISABILITY

Is there any difference between handicap and disability, or are you about to ask the same question? Yes, there is a difference. A handicapped person is the person who has lost part of his body and cannot function when the need of the use of that part of the body arises. For example, when a person loses two eyes and could no longer read print for life.

A disabled person is that person who loses part of the body and can still function when the need of the use of that part of the body arises e.g. If you lose only one eye, leg, arm, you can still read, print, walk, and write. Therefore, you are disabled in the areas where you have failed to function.

ACTIVITY I

1.   Who is an exceptional child?

2.   Define handicap?

CATEGORIES OF EXCEPTIONALITY
There are different categories of exceptional children.
These include:
1.   The visually impaired.
2.   The hearing impaired.
3.   The mentally retarded.
4.   Behaviour disordered.
5.   Physically and Health impaired.
6.   The gifted and talented.
7.   The learning disabled.
8.   The speech disordered, etc.
Have you come in contact with any of these categories of exceptional children? If yes, you are then familiar with them.

The Visually Impaired

The visually impaired are children who experience difficulty with their vision. Do you wear eye glasses? Do you have children in your class who wear eye glasses? Do you have blind children in your class? All the children I have mentioned are visually impaired. They need glasses, bold print writing and braille to do well in the class.

The Hearing Impaired

Have you come in contact with a hearing impaired child? Did you talk to him? Did he hear you? Did he try to talk to you? Hearing impaired children are individuals in whom the sense of hearing is not functioning. Such children range from those who cannot hear at all to those whom you need to shout to before they can hear you. You also require the skill of total communication before you can teach them effectively.

The Mentally Retarded

The mentally retarded child is a very slow learner. His intelligence is well below average. He finds it difficult to cope with classroom activities. The mentally retarded children require very close classroom supervision. They benefit more from vocational training.

The Behaviour Disordered

Children with behaviour disorders are seen everywhere - in schools, in the streets, and at home. In the school, they are the children you call or describe as stubborn, rude, and aggressive. You often describe them as children with deviant behaviours. Such deviant behaviour includes stealing, fighting, absent from school. You can group behaviour disordered into two:

1. The emotionally disturbed,

2. The maladjusted.

The emotionally disturbed are those children in your class who do not disturb in the class, they are always withdrawn. They do not do well in classroom activities. They would like to stay isolated from others. The maladjusted children are those children in your class who are aggressive, always fighting, and would disturb the orderliness of the class. They usually fail in classroom activities.

The Physically and Health Impaired

Have you seen a child on wheel chair? Or walking with the help of clutches? This is the child that is referred to here. Physically and health impaired children are those who are crippled, deformed or suffer from other health problems such as epilepsy, cerebral palsy, and polio.

The Gifted and Talented

The gifted and talented children are children who show exceptional or unusual abilities in general developments. For example, they learn to read early, they mature early in talking and acting. They do well in all classroom activities and enjoy superior intelligence.

The Learning Disabled

Have you noticed some children in your class who do not do well and you cannot trace the problem to any specific cause? They see well, hear well, are mentally alert yet they fail to do well in some subjects. The term learning disability is used to describe an unusual difficulty in learning to speak, spell, read, write or do arithmetic and associated with handicaps, brain injury, minimal brain dysfunction, etc. In the class, such children get bored easily when they do not understand a lesson. They give up trying, they hide their learning problem. They copy from the work of bright children. Do you understand the kind of children that I am talking about? How many of such children do you have in your class?

The Speech Disordered

Have you noticed in your class, children who cannot speak properly? You find it difficult to understand what they are saying. Sometimes they speak at a level that is below their age. Children with speech problem cannot form words and sentences correctly. The way they speak draws attention to their speech instead of what they say. They seem to speak through the nose.

ACTIVITY II

1.   List four categories of exceptional children.

GIFTED AND TALENTD AND SLOW LEARNER

Now that you have known the exceptional child and the categories of exceptionality, we will now move to intellectual performance which covers the length of above and below academic ability of children. In a typical Nigerian classroom, you are likely to find these children. The average performing child presents little problem to the teacher. The other two extremes (above and below), present problems that often challenge the professional competence of a typical Nigerian teacher. Whatever happens, the teacher is expected to teach all these children. This is because they are Nigerians and are entitled to education. How does the teacher cope with this mixed ability problem of children without favouring some and disadvantaging   others   because   of   their   peculiar   intellectual   performance? This section will treat the situation of gifted and talented and slow learners.

GIFTED AND SLOW LEARNERS

Like you studied under categories of exceptional children, a gifted and talented child is one who performs consistently above average in classroom work and in some specific, non-academic fields such as football, arts, singing. The child is described as having academic talent, superior or outstanding functional ability to excel in most of the things he/she sets out to do. The child comes within the first three in most of the examinations in the class. A slow learner is one who is sufficiently below average in intelligence and in learning basic subjects such as reading, writing and so on. Given closer teacher attention, this child can progress in his/her learning tasks.

ACTIVITY III

1.   A gifted child has a superior intellectual ability. True/false.

2.   A gifted child is superior in academic ability only. True/false.

3.   A slow learner is known for a significant below average academic performance. True/false.

4. Even with closer teacher attention, a slow learner cannot improve academically. True/false.

CAUSES OF GIFTEDNESS
Some causes of giftedness are:
(a)   adequate gene formation transmitted during birth;
(b)   enriched environment;
(c)   adequate teaching materials and proper teaching;
(d)   hardworking habits of the child.

CAUSES OF SLOW LEARNING
Some of the causes of slow learning are:
(a)   inadequate teaching style;
(b)   inadequate learning environment;
(c)   inadequate learning materials;
(d)   damage to the central nervous system;
(e)   poor perceptual ability;
(f)   short attention span; and
(g)   inattentiveness.

ACTIVITY IV
Name three supposed causes of giftedness
(a) _____ (b) _____ (c) _____

CHARACTERISTICS OF GIFTED AND TALENTED, AND SLOW LEARNERS:
Gifted children have the following characteristics:
1.   high general intelligence;
2.   specific ease of doing things e.g. football;
3.   ability to think deep and create ideas;
4.   ease ability to make others follow them;
5.   a good ability in arts;
6.   ability to learn on their own;
7.   may have interests that differ widely from children of their age;
8.   high rate of understanding;
9.   rich vocabulary;
10.   above average language development; and
11.   persistence in attacking different mental task.

Slow learners have the following characteristics;
1.   backward performance ability;
2.   below average intellectual ability;
3.   ability to make progress if closely attended to;
4.   little interest in academic work;
5.   poor learning skills;
6.   mostly found among poor families;
7.   poor self- image and self- esteem;
8.   out of seat tendencies;
9.   restlessness and non-attention; and
10.   short attention span.

ACTIVITY V
1. Mention what ability gifted children and slow learners have at different degrees.
2. Only slow learners need special education. True/False.
3. Gifted children do not need special education. True/False.

IDENTIFICATION OF GIFTED AND TALENTED AND SLOW LEARNERS
1. Teacher/parent should engage in peer observation using the characteristics listed above (referral)
2. Examination of past school records can lead to identification of these children.
3. The use of wide range of tests (intelligence, creativity, achievement etc.) can be most useful in identifying gifted children and slow learners.

ACTIVITY VI

1. Intelligence test is more reliable in identifying gifted children and slow learners. True/False.
2. In identifying gifted children, more attention should be paid to academic than to non-academic tasks. True/False.

ASSIGNMENT
1. How would you know that a child is exceptional?
2. List four categories of exceptional children.
3. Explain who a gifted child is.
4. Who is a slow learner?
5. List three characteristics each of gifted children and slow learners.
6. Mention three ways through which gifted children and slow learners can be identified.

SUMMARY
The exceptional child is that child who is so different from other children in physical, mental, sensory or behavioural characteristics that he needs specialized services to develop and meet his needs.
The various categories of exceptional children include:
1. Visually Impaired
2. Hearing Impaired
3. Mentally Retarded
4. Behaviour Disordered
5. Physically and Health Impaired
6. The Gifted and Talented
7. The Learning Disabled
8. Speech Disordered.
   • A gifted and talented child is a significantly above average performing children in academic and non-academic tasks.
   • A slow learner is a significantly below average performing child in academic subjects.
   • With closer attention, a slow learner can improve.

Gifted and talented children are known to have:
1. high general intelligence.
2. specific ease of doing certain things.
3. ability to think deep and create new ideas.
4. good ability to lead others.
5. good ability in arts.
6. ability to learn on their own.
7. different interests from those of children of their age.

Slow learners are known to have:
1. backward performance ability.

2.   below average intellectual ability.
3.   ability to progress if closely attended to.
4.   little interest in academic work,
5.   come from poor family background.

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UNIT 4:   **EDUCATING CHILDREN WITH SPECIAL NEEDS IN THE   CLASSROOM: MAINSTREAMING AND INTEGRATION**

INTRODUCTION
Needs represent what is required to meet limitations of something in a person or situation. Water is a need required to meet the limitation of thirst in a person. Children in general have the same set of needs, such as protection, and praise. Exceptional children have another set of needs in addition to the ones earlier mentioned. These children have conditions that others do not have. In Unit 3 , you studied exceptional children. Because they are children, they have to have some needs that others have; because they are exceptional, they also have additional needs commonly referred to as special needs. These needs are special because other children do not require them to function in the classroom. In this unit, you will be concerned with children with special needs and how they can be educated in the classroom. The concept of mainstreaming and the demand for it on students, classroom teachers and the school will also be thoroughly examined.

OBJECTIVES
By the end of this unit, you should be able to:
1.   explain who children with special needs are and the actual meaning of mainstreaming;
2.   list what constitutes special needs for these children and ten ways these children with special needs can be educated;
3.   discuss the effects of mainstreaming on the handicapped child;
4.   list the roles regular teachers should play in educating these children and in the operation of mainstreaming; and
5.   recommend what each school should be classified as a centre for a standard mainstreaming programme.

HOW TO STUDY THIS UNIT
1.   Review the exceptional child treated in unit 3.
2.   Think about children in your class who may be considered exceptional.
3.   Read the introduction carefully.
4.   Read each unit step by step as arranged.
5.   Do all the activities and assignments provided in this unit.
NOTE: ALL ANSWERS TO THE ACTIVITIES AND ASSIGNMENT ARE AT THE END OF THIS BOOK.

WORD STUDY
Exceptional children   - Children that have the needs like other children plus required special attention and additional needs not required by normal children.
Handicapped   - Children/Youth with disabilities needing special Education and related services.
Individualized Instruction   - Each child's educational plan or programmes.
Facilitate   - make easier.
Curriculum   - patterns of or requirements for daily living, learning and growing.
Motivation - innate urge, inner energy or urge that push a person to do something.
Mainstreaming   - the practice of providing the handicapped persons an education and training with their non-handicapped peers.
Integration   - for this case, the normal school setting without separation provided the setting is not restrictive to them.

Auxiliary services - help or auxiliary support of psychologists, sociologists and medical services in special education programme.

CHILDREN WITH SPECIAL NEEDS

Children with special needs are those who have either above or below average intellectual ability or who have various impairments both of which warrant special education assistance for them to function effectively. They are children who deviate markedly from other children in learning and functioning that they need additional school services to be able to learn. In other words, children with special needs are exceptional children in so far as they need special education to be able to learn at their own rate and to develop to their maximum capacity. Without special education, such children will be disadvantaged in the classroom, or any other daily working activities.

ACTIVITY I

1.   Children with special needs are also _____children (disabled/exceptional).

2.   Children with special needs are those children who deviate _____ from other children (markedly/slightly).

3.   Without _____, children with special needs will be disadvantaged in the classroom (regular education/special education).

CONSTITUENTS OF THE SPECIAL NEEDS OF CHILDREN
What makes for the special needs of children are the peculiar conditions they have. These are (1) higher/lower intelligence (2) impaired sensory organs. Without these, children are just like other children not requiring special education.
The components of special needs for successful schooling include:
1.   modification of school practices
2.   special education assistance
3.   modified school environment (barriers are removed)
4.   favourable attitudes of the school towards the children
5.   special teachers
6.   special materials and equipment.

ACTIVITY II
1.   List two main factors that make for special needs of the children.
2.   List three components of special needs for exceptional children.

WAYS OF EDUCATING CHILDREN WITH SPECIAL NEEDS

Note that the same principles, procedures and techniques of teaching non-handicapped children are useful with many kinds of exceptional children. However, there are certain areas that need more emphasis:
1.   arrangement of the school to facilitate greater learning of the children;
2.   consideration of the children while teaching in the class;
3.   individualized instruction;
4.   making children feel they are part and parcel of the class;
5.   tolerating their limitations;
6.   use their experiences and interests while teaching to make learning more interesting and relevant;
7.   extensive use of learning materials;

8. assistance of the special teacher (where available) in teaching those skills (e.g. braille) the teacher may be unable to teach;
9. proper understanding of the children to better appreciate their instructional needs; and
10. using the regular school curriculum and ensuring they participate in it.

ACTIVITY III
1. Ways of educating the non-handicapped cannot be used for children with special needs. True/False.
2. Fill in the gaps with the appropriate words.
a _____ instruction is very important while educating children with special needs.
b. extensive use of_____ makes teaching much easier.
c. arrange the classroom to _____ teaching these children with special needs.
d. the regular school curriculum will _____ the exceptional children.

ROLES OF REGULAR TEACHERS IN EDUCATING CHILDREN WITH SPECIAL NEEDS
1. Accept the child as he or she is rather than as you want him to be
2. Co-operate with the special teacher for greater effectiveness in teaching the child.
3. Be friendly and accessible to the child.
4. Motivate the child to perform higher than the limits of his/her ability.
5. Provide for a rich social exchange between the child and his/her peers.
6. Provide additional assistance if the child needs it.
7. Involve the child in all school curriculum activities.
8. Give the child opportunity for leadership in the class.
9. Encourage other children to help the child in the class (peer instruction).
10. Prepare needed materials for the child.

LEAST RESTRICTIVE ENVIRONMENT (LRE)
A concept which dictates that a handicapped student should be educated or trained within the environment that will not hinder his/her normal growth, or whose presence will not disturb others in the group from learning. (Architectural condition, severity of the problem, level of child's intelligence and the age of the child must be taken into account in this condition).

MAINSTREAMING DEFINED
Mainstreaming means the provision of the same educational process or operation to the handicapped without separation from the normal non-handicapped peers. This term has been used interchangeably with the word 'integration" of the handicapped into regular education process. The National Policy on Education (2004) recommends mainstreaming (integration) as our national acceptable approach towards the education of the handicapped.

Mainstreaming
Involves individualized Child-Centred Programme within the regular process of education.

- It is based on the educational needs of the children.

- Provides coordinated services from classroom teachers, resource from teachers, itinerant teachers, and other ancillary personnel as an aspect of shared responsibility.

- Provides individual education management plans for each handicapped child through co-operative team planning, including the development of structural learning environment for those who require intensive care.

- Provides the most appropriate education in a least restrictive environment (consideration of the severity of the handicapping conditions and the level of needs are necessary).

- Includes the participation of the handicapped in the regular programme as much as possible.

- Enables special Education resource room teachers to serve a child in a minimum unit of time or as much as majority of the day when the need is intensive.

- Sets up special classes for the handicapped within the regular school setting whereby some aspects of curriculum will be run together with non-handicapped during school hours.

TEACHERS' ROLE IN MAINSTREAMING PROGRAMME
(I) REGULAR CLASSROOM TEACHER
   a. He must be accommodating, by showing positive attitude in the presence of the handicapped child in the class.
   b. He must understand the need of the handicapped child placed in the class.
   c. He must understand the use of economy of time whereby attention will not be given to the handicapped child at the expense of other members of the class and vice versa.
   d. He must develop the spirit of team work whereby he utilizes the skills of resource teachers, itinerant teachers and other ancillary services when necessary.
   e. He must be very familiar with materials, sources of information and relative assistance needed for the training of the handicapped children in his class.

ASSIGNMENT

Insert True or False in the spaces given:
Mainstreaming of the handicapped individuals means

a. a. Placement of all the handicapped in the regular classroom. _____

b. Close down of all the centres for public schools. _____

c. Having special classes for the handicapped in regular school setting. _____

d. Allowing all private schools to place any type of handicapped individual in the regular classes. _____

e. Allowing the handicapped children to take part only in some curriculum aspects they are capable of doing. _____

f. Placing the handicapped child in a least restrictive environment for learning. ___

g. National policy on Education in Nigeria Emphasizes that integration is the best approach to educate the handicapped individuals. _____

h. Mainstreaming involves removing of all the architectural barriers._____

SUMMARY

This unit has been able to expose you to the following:

- the definition of exceptional children;
- the characteristics of children with special needs;
- how to handle handicapped and slow learners;
- how to handle gifted children; and
- teachers' roles in mainstreaming programmes.

You should be conversant with all of these valuable educational demands.

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UNIT 5:   GUIDANCE AND COUNSELLING DEFINED

INTRODUCTION
Guidance and Counseling are integral parts of the school system. As the society is increasingly becoming complex, the need for organized guidance and counseling programme for pupils' adjustment became imperative. However, there are a lot of misconceptions about these concepts, they are often used interchangeably. 0ne of the aims of this unit is to make clarifications on the concepts.

OBJECTIVES
By the end of this Unit, you should be able to:
* define the concept of Guidance;
* define the concept of Counseling; and
* define the term Para-counseling.

HOW TO STUDY THE UNIT
* Read the unit carefully.
* Pay attention to the major points raised in the unit.
* Fill in the gaps where information is not so explicit.

WORD STUDY

Check your dictionary for any unfamiliar words that you come across.

What is Guidance?
Scholars have attempted to define the concept "Guidance" from different perspectives. Biswalo (1996), for example, defined guidance as a process of helping an individual to gain self-understanding and self-direction   so   that   he can adjust maximally to his environment. Oladele (2004) viewed guidance as an advice, showing the way, leading, managing or steering a course.

Guidance can also be defined as a process of development in nature, by which an individual is assisted to understand, accept and use his/her abilities, aptitudes and interest and attitudinal patterns in relation to his/her aspirations. Guidance, as an educational construct, involves those experiences that assist each learner to understand him/herself, accept/herself, and live effectively in his/her society.

Guidance can also be viewed as a programme or service to individuals based upon the need of each individual, an understanding of his/her immediate environment, the influence of an environmental factor on the individual and the unique features of each school. Guidance is designed to help each individual adjust to set realistic goals for him/herself, and improve his/her education.

What is counseling?
Counseling is one of the guidance services, rendered by a trained guidance counselor under the auspices of guidance programme in a school. The American Psychological Association (APA) as reported in Owe (2005) defined counseling as a process of helping individuals toward overcoming obstacles to their

personal growth, whatever may be encountered, and towards achieving optimum development of their personal resources. Biswalo (1996), on the other hand, defined counseling as the process of helping an individual to accept and use information and advise so that he can either solve his present problem or cope with it successfully.

Counseling is a specialized service between a Counselor who is adequately trained in the areas of psychotherapies and a counselee/client who is troubled by educational, social, vocational or psychological problems with a view to providing solutions to these problems. Counseling, is therefore, fundamentally interventional and developmental in nature. It involves one-to- one or on-to-a group relationship between client and the professional counselor(s) in resolving his/her problems.

What is Para-counseling?
Paracounselling is a process of assisting individuals by teachers and career masters who have been exposed to the rudiments of counseling techniques to overcome educational, vocational, psychological and social problems Paracounselling is designed to help pupils and students to be aware of their existing abilities, potentials and limitations. It is aimed at making individuals to develop positive self-concept, faster adjustment and set realistic goals. Because of their limited exposure to counseling techniques, paracounsellors' roles too are also limited.

ACTIVITY I
Answer the following questions
1.   Write true or false against the following statements. Guidance is
        i)   an advise
        ii)   a programme
        iii)   a reward system
        iv)   a process
        v)   an environmental factor
        vi)   educational construct
        vii)   a service
2.   List three descriptions of counseling from information provided above
3.   Who are paracounsellors in educational institutions

ASSIGNMENT
In your words define the following terms:
a.   Guidance
b.   Counselling
c.   Paracounselling
SUMMARY
This unit briefly discussed the concept of "guidance", "counseling" and "paracounselling". Although the concepts share many things in common but technically differ in some respects. While guidance is seen as essentially helping or guiding individuals to achieve certain objectives, counselling is seen as a highly specialized programme of activities conducted between a counselor and a counselee(s) with a view to resolving problems. Paracounselling, on the other hand, is viewed as assistance rendered by school teachers and other school personnel to overcome difficulties encountered by pupils/students in the school.

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UNIT 6:   THE ROLES AND QUALITIES OF A GUIDANCE COUNSELLOR

INTRODUCTION
Every profession has some basic principles that guide its operation and Counseling is not an exception. Since Guidance and Counseling is primarily concerned with how to assist individuals to understand themselves and their related world around them so as to be able to live a normal and well- adjusted life, it must be guided by certain principles. Guidance Counselor has greater role to play in order to meet present and future challenges. This cannot be tenable without the guidance counselor possessing the right qualities.

OBJECTIVES
By the end of this unit, you should be able to:
a. identify the roles of a guidance counselor; and
b. demonstrate the qualities of a good guidance counsellor.

HOW TO STUDY THE UNIT
*   Read the unit carefully.
*   Take down notes.
*   Re-read areas not clear.
*   Do all the activities.

THE ROLES OF A GUIDANCE COUNSELOR
Primarily, a guidance counselor is saddled with the responsibility of facilitating a total and holistic development of individuals who will be useful to themselves and the society at large. Specifically, his roles include:
Helping pupils/students to acquire an understanding of their self- concept, emotions and aspirations
*   Helping pupils or students to learn skills to promote self- understanding and ability to communicate this understanding effectively to others.
*   Helping pupils/students to use interpersonal conflict and problem resolution skills to foster tolerance, understanding and respect for human diversity.
*   Helping students/pupils to discover their talents and utilize their potentials for the benefit of themselves and the society.
*   Helping pupils/students to acquire skills to be productive, progressive, and successful and be able to generate income.
*   Helping pupils/students to learn how to adjust to changes resulting from maturation, physical growth and general development.
*   Helping pupils/students to develop self-efficacy and enhancing quality of life and human dignity.
*   Helping pupils/students to develop effective study habits.
*   Helping pupils/students to be aware of appropriate subject combinations.
*   Helping pupils/students to aspire for careers realistically.
*   Diagnosing pupils/students problem, using different psychological testing.
*   Placing pupils/students in different class level and course offerings.
*   Conducting local researches.

- Administering and interpreting test scores.
- Keeping pupils/students records and managing guidance activities
- Organizing orientation services for fresh pupils/students and making referrals.
- Providing educational, vocational and socio-personal information.

QUALITIES OF A GOOD GUIDANCE COUNSELLOR

Some of the essential qualities of a good guidance counsellor include:

a.   Educated and Knowledgeable

An effective Guidance Counsellor is someone who is educated and knowledgeable in the field of psychology, guidance and counseling as well as information and computer technology (ICT) skills. He must be a trained and skilled person who has acquired some experiences, skills; strategies to enable him carry out his function effectively. He must have vast experiences in practice and should at least have National Certificate in Education (NCE) first, second or third degree in Guidance Counseling. He should be someone who is willing to read widely in order to update his knowledge about the field.

b.   Confidentialities

The Guidance Counsellor should refrain from disclosing confidential information acquired in the course of interaction with his/her clients. He/she should be someone who keeps secrets. If any information is to be disclosed, the consent and permission of the client must be obtained or asked for. The effective guidance counsellor should know that a client can take him/her to court if any breach of contract is observed. The law also shows and protects the guidance counselor to withhold 'some vital information about his client without threat or prosecution.

c.   Unconditional Positive Regard and Equality of Opportunity

A good guidance counsellor should show unconditional positive regards which means that every client irrespective of age, status, gender, class, colour, race, tribe, religion should be treated with respect and dignity. The counselor does not choose his client but attends to everyone that comes to him/her. This would be done without any prejudice. He/she should promote equality for all, being just and fair, acting with integrity and working towards the removal of barriers. He/she should refuse any gift favour or hospitality that would influence his/her activities.

d.   Empathy and Objectivity

A good guidance counsellor should not only show sympathy but also empathy to the concerns of his/her clients. He/she should put him/herself in the like of the client without being carried away. This makes the client feel good and sees the guidance counsellor as someone who shows concern, love for his problems or plight. He/she should have a responsibility to communicate information fairly and objectively, disclose fully all relevant information that could be reasonable.

e.   Maturity and Competency

The effective guidance counsellor should be physically and emotionally matured. He/she must be someone who has good self-control. A client may come to the office of a counsellor with a very sympathetic case, looking very worried, anxious and may even weep openly. In such a case, the guidance counsellor should be able to control him/herself, calm the client work out. He/she should have the

responsibility to maintain an appropriate level of professional competence by on-going development of his/her knowledge and skills.

f.   Calm, Tolerance and Self Respect
A good guidance counsellor should be patient, calm and very tolerant. Sometime all manners of client will come to a counsellor's office without knowing where their problem lies; the client may spend its telling stories. If the counsellor is not patient and calm to listen to the client, he/she may not be able to pin-point the problem let alone find the solutions to the problem. Thus, he/she must exercise patience. He/she must be disciplined and composed.

g.   Uses all Techniques of Counselling
A good guidance counsellor should apply all the series of actions or operations performed in order to achieve the counselling goals. He/she must apply relevant counselling strategies following the recommended stages.

h.   Referral
A good guidance counsellor should refer his client to other professionals if he cannot handle the case presented. Sometimes the client may prove to be difficult and uncooperative, this calls for referral and he should not claim to be all knowing.

ACTIVITY I
Examine the role of a guidance counselor in a school system.

i.   The Principle of Understanding
An effective guidance counsellor must thoroughly understand the students he or she is trying to assist. He/she should understand the nature and implications of the client's problems as well as the counseling process and relationship.

ASSIGNMENT
What are the attributes of a good guidance counsellor?

SUMMARY
This unit discussed some of the essential roles of a guidance counsellor which include helping pupils/students to develop positive self-concept, good study habits, productive skills, good inter-personal skill among others. It also illustrated key qualities of a guidance counsellor. Some of the attributes include knowledge, unconditional positive regard, empathy, confidentiality and making referrals.

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MODULE 1: THE CONCEPT AND PHILOSOPHY OF EDUCATION

UNIT 1: WHAT IS EDUCATION?
ASSIGNMENT

1. Although the question "What is Education" is as old as western European Educational Thought, it is still being debated. It remains as important as it was in ancient Greek times. That such an old question remains unresolved is illustrative of the difficulty. Two important reasons account for this difficulty. These are
(i)   the fact that people's perception for abstract ideas differ;
(ii)   the fact that each language reflects its own peculiar view of a concept.

Several interest groups are involved in education and in definitions about it. Philosophers, like Plato, Educators, politicians and ordinary citizens of different race and culture are interested in discussions about education. The various backgrounds represented by these various groups of people even within the same culture create difficulty for anyone seeking a generally acceptable definition. Yet such a definition is called for. The meaning that each person attaches to education depends on whom the person is, what her intentions at the moment are, when she is using the meaning and where. So, even for one person, the meaning of education varies from time to time, place to place depending on intention. The different languages in which our meanings of education have to be stated present their own difficulty. Because language reflects a culture and like people, each language infuses its own cultural overtone into the meaning it conveys. As a result difficulties arise in finding exact meanings of such words as Education in such language as Igbo, Yoruba and Hausa.

2,   Education can be best viewed as all the processes and means by which people are using the human ability to respond to and interact with the environment, pass on from one generation to another the worthwhile aspects of their culture.
The definition is the best for the following reasons.
i.   It takes into account the fact that the learner is a participant in education process,
ii.   It acknowledges that education has many agents which include not only the institution but also the environment in which the institution is located,
iii.   It incorporates the fact that education activities are always intended,
iv.   It involves the fact that education outcomes are always expected to be something good and something better than what, left alone, the recipient may not attain.

3.   Informality is just one aspect, although the type of education which is given in some of preliterate societies and because it is also given in the earliest years of every human life, forms the foundation of school education.

This type of education has a number of features two of which are:
i. its aims centre around equipping the young to live as useful adults who are well accepted in the society into which they are born. The central aims of preliterate education similarly determine its content, methods of teaching and learning as well as its evaluation process.
ii. Another feature of preliterate education is its multi agents. No single institution has official recognition as being responsible for education in preliterate societies. The home community elders, peer groups and the entire community play important roles in preliterate education. This is because no one agent is accepted as having all the knowledge that is worthwhile.

4.   School education refers to the literal type of education given through the single agency of the school. Two of its many features are follow:
   i.   The school education institution is the sole recognised agency for education and its major focus is literary knowledge of subjects,
   ii.   It is highly structured and planned to educate by means of planned and structured materials, specific time schedules and grades.

This is possible because what is considered to be a worthwhile knowledge is derived from the beliefs of the dominant groups in the society at any one time and place and that group controls the education system.

UNIT 2: THE GOALS AND OBJECTIVES OF EDUCATION
ASSIGNMENT

When an activity is said to be aimless such an activity is as good as worthless. Education is a very important group of activities; The aims of education deserves an account of the importance attached to education to be always stated even if the statements serve little practical use.

Two reasons compelling statement of educational aims are:

(i)   such statement of aims enables education to have priorities and to concentrate on those priorities;

(ii)   statement of educational aims help to determine the worthwhile achievements of education in any given period and place.

2.   In every human community, education aims to meet .the needs of both the individual and community. For the individual, two of such needs are as follows:

(a)   to grow to maturity as a human being. What distinguish a human from non-human being is developed in the process of growth within a human society. Human growth is judged against a measure of the extent to which the individual uses intelligence and the potential for learning to change his/her behaviours to correspond to the norms established by society.

The human desire to survive compels obedience to nature 'law' such as hunger, heat and cold. In the process the means for acquiring food and shelter are sought. Because human beings cannot survive without a society to protect them, the need to survive leads to learning to obey the laws and traditions of the society to which one belongs,

(b)   Society needs to Traditions and customs preserve its continuity. Economic functioning of society is sustained throughout the development of its human resources through education.

Educational objectives are those goals of education the attainment of which in the short term it is possible to direct practical action objectives of education relate to one or other aspect of the educational aims and for given teaching and learning experience. They are stated in specific terms aimed at bringing out the particular change in behaviour the learner is expected to demonstrate. They are guides for specific "educational actions aimed at producing -shorter term measurable changes in the learner Objectives of education serves as institutional tools. That is why they constitute the nucleus of lesson plans of teachers, who must produce results,

Aims of education represent the collective long term goal of education as views by all interest groups in society, objectives of education are the shorter term aims of an educational process as conceived by educators the a recover context of a society.

Aims of education, on account of their nature, are stated in Aims of education, on account of their nature, are stated in generalization objectives of education are expressed in specific way to guide practical action and produce means behavioural outcomes.

UNIT 3: GOALS AND OBJECTIVES OF PRIMARY EDUCATION

ACTIVITY I

1.   a.   Primary education is the education given to children between age 6 and 11+
        b.   It is the foundation of the educational system. Primary education is important because
2.   a.   It is the level where the greatest number of pupils is found,

This means that the greatest effort must be put at this level in order to reach most of the pupils.

b.   Children are at the formative stage of development at the primary school age. They are more open to influence.

(c)   That primary education is the foundation of the educational system means that it must be strong since all the educational systems rest on it.

ACTIVITY II

1. Purposes are intentional because they indicate reasons or aim for doing a thing.
2. The purposes of primary education are to help children develop competencies in basic knowledge, skills, attitudes values that are socially accepted and for their personal growth. . ,
3. The sectors that affect the purposes of education are: variety of opinion of people in the society, time, place and the learner.

ACTIVITY III

1.   The attributes of an educated man include:

a.   having the appropriate knowledge, skills and attitude relevant for his personal growth and that of his society;

b.   being able to apply what he learned in school to appropriate situation in order to solve problems;

c.   ability to practice life-long education;

d.   ability to commit himself in his area of specialization and be able to defend his commitment.

ATTRIBUTES EXPLAINED

2.   **a.   Knowledge**
   i.   Man's general knowledge of times and places
   ii.   understanding of himself
   iii.   knowledge of moral values relating to people

   b.   Skills
   i.   skills in reading, writing, listening
   ii,   skills in playing a variety of games
   iii.   Knowing techniques of some arts, crafts, routine chores etc.

   c.   Attributes
   i.   Personal appreciation of beauty
   ii.   Disposition to sound judgment
   iii.   Disposition to their play/Ability to detect bias

UNIT 4: MEANING, NATURE AND SCOPE OF PHILOSOPHY OF EDUCATION

1) What is Philosophy?
   Philosophy has been defined in various ways as:

e. A mental attitude between Science and Religion, Like Science, it is concerned about factual evidence about the word. Like Religion, philosophy is never definite about anything said about the nature of God, or man.

f. A way of simplifying complex ideas and statements about our experiences in life in order to make us understand them fully;

g. A study which examines the nature of the world and the reasons behind many things or events happening in it.

h. The sum total of what a person accepts as guiding principles to act in u particular way at different times, places and circumstances.

2) What is education?

Education is a process of developing knowledge ability in learners in such a way that they use this knowledge to improve themselves and their society.

3) Philosophy of education is a combination of philosophy and education. It is a subject in which goals for education are set bearing in mind the social needs of the people. Philosophy is also a general theory of education.

4) Scope of Philosophy of education
    i) Education: it touches every aspect of education. It sets goals for education.
    ii) Metaphysics: it studies the nature of man and why and how he should be educated.
    iii) Epistemology: it studies nature and type of knowledge that can be judged best in education.
    iv) Ethics: it studies value of education and ways education can promote these values

5) Philosophy's contribution to education policy
    i) It identifies needs and goals towards which education policy is directed.
    ii) It explains aims and intention of policy
    iii) It produces policy makers
    iv) It contributes to policy formulation and implementation.

6) Philosophy's role in educational theory and practice
    a) Role in theory
        i. Educational theory has element of philosophical beliefs
        ii. Philosophy constitutes the basis of educational theory
        iii. Philosophy is essential in the development of educational policy.
    b) Practice
        i. It guides what teachers do
        ii. It promotes teaching and learning processes and stakeholders
        iii. It helps teachers to think and encourage this in learners.
        iv. It helps teachers understand their work better
        v. It helps teachers understand the national and educational goals of the country.

UNIT 5: PHILOSOPHY OF NIGERIAN NATIONAL POLICY ON EDUCATION
1: Sources of our national philosophy of education

 This is the national objectives

2: Briefly explanations on our nation as:

a) Sovereign state: it is a free and democratic society which has the power to govern itself.
b) A community or the national family: the philosophy compared Nigeria with a large family where everybody is his brother's keeper. Members should help one another and translate the family feelings to freedom, justice, equality and egalitarianism.

Q3: The Nigerian citizen deserve to be respected by fellow citizens because:

(i)   He is a Nigerian
(ii)   He has inherited a religion
(iii)   He has the right to take decisions concerning his own life.
(iv)   He is supposed to respect his work and those of others.
(v)   He is free to express himself and has equal right to the resources of the nation.

4: Two values of knowledge to be provided in Nigeria Education System:

i)   The inculcation of the right value and attitudes for the survival of the nation in the Nigerian society.
ii) The acquisition of appropriate skills, abilities and competence, both mental and physical equipment for the individual to live in and contribute to the development of his society.

5: The benefit of adopting the moral values of freedom and democracy

i)   Freedom of self-expression
ii)   We can vote and be voted for
iii) We can contribute to good governance.

6: Two ways the teacher can practice the philosophy of education in the school

i.   The teacher should consider the learner as one who is capable of creative thinking and free to make use of learning as he knows best.
ii.   Stimulate learners to think of the welfare of others in the way they use knowledge.
iii. The teachers need to be committed to the moral education of the learners, so as to inculcate in learners the values of honesty, discipline, humility, respect for others, and other values that we cherish and which makes him live happily with others.
iv.   Organize school to promote values of freedom, equality, egalitarianism, and democracy
(Mention any two from this list)

MODULE 2: EDUCATION IN NIGERIA

UNIT 1: INDIGENOUS EDUCATION IN NIGERIA: DEFINITION, OBJECTIVES, CURRICULUM, METHODOLOGY, MERITS AND DEMERITS

ACTIVITY I
1. Indigenous education is the process by which every society through its adult members teaches the younger ones (he life patterns of their society; the boys for example learn their fathers" occupation such as hunting fishing etc. The girls learn from their mothers buying and selling, weeding of the farm and how to cook. All these are learnt through imitation, observation and play.

2. (a) In the farm
   (b) During moon light plays
   (c) During hunting expeditions etc.

ACTIVITY II
1. Three objectives of indigenous education are: *-
(a) the development of the child's physical skills;
(b) development of locational training;
(c) development of intellectual skills.

2. Places where indigenous education can take place
   (a) moonlight stories of the deeds of local heroes (History),
   (b) cooking or preparation of different local dishes (Home Economics).
   (c) counting of seed yams, cassava cuttings or the local currency, as well as the counting of herds of cattle and flocks of sheep (Mathematics).

ACTIVITY III
1. The curriculum of indigenous education may not be easy to define; it may be best seen as what is available to a child in his social setting which offers him the opportunity to understand the environment. This would also include all that the members of such a community are prepared to pass on to the child. These two elements would make up the curriculum.
2. Unemployment was not a feature of traditional society because of the following reasons. The education itself was vocation- oriented. In the process of going through indigenous education one goes through the mastery of trade. The males must learn how to farm since farming is basic to societies. He would men either become a fulltime farmer or branch off to woodwork, hunting or even to divination. Girls learnt to cook, buy and sell and work in the form, with the assured marriage of the traditional societies, no girl could claim to be unemployed.
4. General indigenous education went on in an informal way. Teachers rarely were aware that they were teaching. Of course no one became a full time teacher. Most learning went on informally and largely through imitation, observation and play. These strategies constitute the Informal Approach Methodology.

ACTIVITY IV
1. Indigenous education promotes the culture of the society.
2. Indigenous education inculcates in the people effective citizenship.
3. The white man called indigenous education primitive education because he did not see the contents of this education in a written form. Most of the available information was passed orally from generation to generation. The white man could see no continuity or opportunity for research. Since his own education was basically a -written education he unwittingly dismissed the practice in Africa as primitive.

ASSIGNMENT

Five objectives of indigenous education would include:

1.   Indigenous education aims at the development of the child's physical skills.
2.   Indigenous education aims at character and moral training.
3.   It develops intellectual skills.
4.   It aims at the development of vocational skills of people.
5.   Indigenous education helps to achieve the development of sense of belonging and cultural heritage.

VOCATIONAL DEVELOPMENT

When one says that Vocational training is one of the objectives of indigenous education, it means that this type of education-emphasises it. It is believed that vocational education is the corner-stone of indigenous education. A child who passes through the learning experiences of indigenous education cannot escape learning a vocation.

Children take to the occupation of their parents. Some of these occupations include farming, hunting, carving and weaving. In some cases a child goes as an apprentice to a man specialised in certain skills such as Division or telling. Where this is the case, prescribed fees are charged and paid by the apprentice. However the important point is that no one can go through the process of indigenous education without mastering one job which lie will effectively perform to make a living. This has led to a claim that unemployment is not a phenomenon of indigenous education.

Unknown to many people, indigenous education is rich in intellectual skills. This is why it can be urged that what modem education is doing, indigenous education did. The following school subjects of the modern education would be used as case study.

History: Indigenous education taught names of important events in and around the community.
Geography: dealt with the names of rivers, valley, hills, mountains and rocks which abound in the community
Medicine: The system had great medicine men and herbalists. They cured some of the disease like epilepsy which medical science has not been able to grapple with.
Home
Economics   Featured as girls learned the art of sweeping the house, cooking different dishes, sewing and mending of the local clothing materials.
Health
Education   Village squares and streams were kept clean by different age grade.

People had sections for taking their 6am and washing of clothes. So we can continue endlessly to show that indigenous education had intellectual subjects to offer. It had opportunities for a variety of intellectual stimuli in the form of entertainment. Indigenous education was life and it had mathematical games. The following two reasons make a case for the continuation of indigenous education.

1.   If education is meant to introduce a child to the culture of his society, then indigenous education does it well. The child lives in the culture, practices the culture and conforms to the demands of the culture.
2.   More importantly, indigenous education inculcates in the child the spirit of patriotism. He is taught that there is virtue in fighting and, if need be, dying for the defense of his community. Public oriented projects such as the shrines and market stalls are repaired without charge by whoever possesses the relevant specialty.

However, indigenous education has some limitations.
1.	Since it has no system of writing, it cannot be carried beyond certain depths. Vital information, many a time, die with the person possessing such information.
2.	The area of indigenous education is very limited. Its energies are directed to merely meeting the immediate basic needs of the individual within his society. It is not future oriented not research oriented. It tends only to conform. This may be why modern education tends to see it as primitive education,

UNIT 2: ISLAMIC EDUCATION IN NIGERIA: HISTORY, PHILOSOPHY, CURRICULUM, MERITS AND DEMERITS
ACTIVITY I
i.	Islam originated from Mecca, Saudi Arabian the 7th Century. The founder was Prophet Muhammad.
2.	The religion of Islam came to Nigeria through tanners and they also helped to spread it.
3.	The Muslims brought with them the first written language known in West Africa and all the benefits of Arab culture,

ACTIVITY II
1.	The philosophy of Islamic education is centred on enabling individuals who acquire it become the kind of people an Islamic society conceives. Islam as a religion upholds that man is born into the world in a state of innocence like his own parents. If during his existence on earth he yields to temptation; that becomes entirely his responsibility to God. This therefore creates a contact I between man and his creator. To maintain this link with God man has to maintain his natural goodness. Education in the ISLAMIC sense is intended to build and develop this goodness every individual has at birth so that man can hope to remain a worthy servant of Allah.

Four aims of education derived from Islamic philosophy of education include the following:
1.	Islamic education aims at continuity of man's essential goodliest. The Islamic man never loses sight of his relation to his maker.
2.	Education in Islamic concept believes in piety. It aims at developing individuals who not only worship Allah but also lead a life mat is in accordance with his ways.
3.	Education emphasizes service to Allah and man.
4.	Most of the subjects offered in Islamic schools demand a high degree of intellectualism.

ACTIVITY III
1.	When pupils start School their first preoccupation is to learn by rote the first two chapters of the Qu'ran. The Mallam recites or reads from the Quran and the pupils respect. The next learning task is the learning to recognise the twenty six alphabets of the Arabic language.
2.	The curriculum content of the Makarantun Ilmi centres on the task of learning the meaning of the chapters committed to memory. Other subjects include: Hadith which deals with the works and deeds of the Prophet Mohammad. Quran, which enables an individual to understand the Quran properly. Jurisprudence, which deals with the theory of law.
Arabic Literature which deals with the Arabic verse, grammar, syntax, etymology and rhetoric.
Theology, which deals with Islamic doctrines of the one God.

ACTIVITY IV
Two merits of Islamic education include:
i	Moral Education. Individual pupils are well versed in morality because all their teachings are teed on the holy Quran.
ii.	Vocational: After going through this and of education and individual graduates to become a Mallam. There are no cases of unemployment among graduates of Islamic education.
iii.	Learning was at individual rate.

The cost of Islamic education was cheap. Two demerits of Islamic education include.
  i.   The curriculum was narrow.
  ii.   The organisation of the schools was very limited.
  iii.   There was extreme discipline.
  iv.   The teaching methods were limited for rote learning and lectures.

ASSIGNMENT
Three aims of education which are derived from Islamic philosophy of education include:
1.   Continuity of man's Essential Goodness: The Islamic man never 'loses sight of his relation to his market. Education for him is an unfolding of these "strengths and sensibilities which draw him nearer to God. It inspires in him a consciousness of his obligations as "the servant of God and teaches him to treat the world as a trust which must not be abused.
2.   The Development of -Piety: Islamic education aims at developing individuals who not only worship Allah but also lead a life that is in accordance with His ways. The main task of the Makarantum Ilm, which is the advanced level course after the Quranic school, is the learning of the meaning of the chapters, in the Quran. Other subjects studied at this level include:

Hadith, which deals with the works and deeds of the Prophet Mohammad. Quran is studied in detail and the individual students attempt some commentaries on the chapters.
Jurisprudence deals with the theory of the law. Arabic Literature deals with the Arabic verse, grammar, syntax, etymology and rhetoric.

Theology discusses Islamic doctrines of one God.
i.   The following are two merits of Islamic Education.
(a)   Islamic Education prepares the individual for difficulties he is likely to face in later life. Students stay in the Mallam's house and render essential services. Sometimes they go out to seek for alms.
(b)   Graduates of Islamic education become Mallams. This means mat there are cases of unemployment after school.

The demerits of Islamic, education 'include the following;
(a)   The teaching method available in Islamic schools is mainly learning by rote. The Mallams read and the pupils repeat after them. Modern methods like problem solving, demonstration and experimentation methods of teaching are absent in Islamic schools.
(b)   The curriculum of Islamic education is narrow particularly at the Quranic school level. Little or nothing is taught in history, geography, the pure sciences and social sciences. This poses a handicap when compared with students who graduate in western education.

UNIT 3: CHRISTIAN MISSIONARY EDUCATION IN NIGERIA: HISTORY, PHILOSOPHY, & CURRICULUM

ACTIVITY I
1.   1515   The Portuguese Roman Catholic Mission.
       1842   The Rev. Thomas Birch Freeman of the Methodist mission.
       1842   The Rev, Henry Townsend of the Church Missionary Society.
       1845   The Rev. Samuel Ajayi Crowther of the C.M.S.
       1846   Hope M. Waddell of the Church of Scotland Mission.
       1850   Thomas Bowen of the Baptist Mission.
2.   In response to the calls from Egbaland, a Methodist missionary Rev. Thomas Freeman was sent to Badagry in 1842. By September 1842 Freeman had built a mission house and started prayer meetings on Sundays. He also visited Abeokuta and opened a mission for the emigrants there.

Rev. Henry Townsend, a lay minister of the Church Missionary Society (G.M.S) landed at Badagry in 1842. In 1843 he moved to Abeokuta and established a mission-school at Abeokuta. This paved way for the coming of the 1845 team under Rev. Samuel Ajayi Crowther.

ACTIVITY II

1. The basic philosophy of the Christian missionary education was to convert the Nigerian soul to Christianity and to civilise him. But to be able to communicate with the missionary, the converts were compelled to learn how to read and write. Thus Christianity encouraged an individual to be capable to reading the bible for the understanding of the word of God. The reading of the bible assured the convert of eternal salvation which remained the dominant philosophy of the missionary education.

2, The Christian religion was referred to as the religion of the book because the converts were to learn how to read and write in order to communicate with the missionaries. The converts were to read the bible which contained the tenets of eternal salvation.

ACTIVITY III

a) Various Christian missionaries who established schools in Nigeria were interested in producing people or converts who could read and write. They needed in their curriculum English Language, Arithmetic, Religious Knowledge, Writing, Dictation, Moral Instruction, and Singing. Every Subject of instruction was given religious interpretation because of the basic philosophy of the missionary education.

ACTIVITY IV

1. (a) Christianity was seen by the downtrodden as a religion of the poor and lowly.
   (b) It was a source of acquiring the whiteman's greatness.
   (c) Commercial activities along the coast needed knowledge of English Language which Christian mission schools provided.
   (d) The protection and freedom of movement in the south encouraged the spread of Christian education.

ASSIGNMENT

1. In the 1840s some of the rescued slaves went to Bgbaland on trading mission where they met their kith and kin. The Egbas hearing of the new life of their brethren sent appeals to Sierra Leone to send missionaries to them. In 1842 a Methodist missionary Rev. T.B Freeman was sent to Badagry. From Badagry Freeman visited Abeokuta and established mission in those two stations. In 1843 Henry Townsend of the C.MS, was in Abeokuta where he succeeded in establishing a mission - School. This was reinforced by Samuel Ajayi Crowther and his team in 1845. At Badagry and its environs Crowther established for the CMS two mission schools.
   By 1846 Hope Waddell of the Church of Scotland Mission was establishing the nucleus of what became the famous Hope Waddel Institute. Thomas Bowen assisted late by Rev. J.M. Harden opened up mission schools at Badagry, Lagos, Oyo, Shaki, Igboho and as far places as Ilorin. The Roman Catholic Mission established also a mission school at Lagos in 1868.

2. The main philosophy of the Christian missionary education was to convert the heathen to the Christian religion and also to "civilise" them. But to be able to communicate with the local inhabitants intelligibly, the missionaries were compelled to teach the natives their language. But the study of English Language would be incomplete without the ability to read and write. So it then became obvious that the new converts or any one aspiring to 'Christian religion has to have a smattering knowledge of Western education. This will enable the new convert also read the bible where the true teaching of the new religion was contained.

3. The following three reasons helped the Christian missionaries in the spread of their religion and western education in Southern Nigerian.

In the first place, at this point in time almost every village or group of villages appealed for a mission school. These requests for schools indicated a desire for the people to acquire the whiteman's power which was Western education. This acquisition of literacy was a passport to the civil service job such as court clerks, the missionaries were therefore welcomed when they came with their schools.

Secondly, commercial consideration was another important factor in considering the initial success of the missionaries. The local people needed an" understanding of the whiteman language and method of calculation. The missionaries came with their mission schools to solve this problem. The natives welcomed them because they provided the basic tool which qualified them to participate is the new lucrative trade on palm oil.

Finally, there was an absolute freedom in the whole of Southern Nigeria for the Christian missionaries. They had the permission from the colonial masters as well as their protection to preach the gospel throughout the sub region. The situation would have been different had the Christian missionaries suffered any restriction like the type they experienced in the Northern parts of the country under Lord Lugard.

UNIT 4: EDUCATIONAL DEVELOPMENT IN NIGERIA BEFORE INDEPENDENCE

1. (i) There was increase demand for western type of Education and the Missionaries and Colonial Schools could not cater for the rising demand. The demand increased because those who graduated from the Western Education Schools were getting white collar jobs and it also bestowed social prestige on them.

     (ii) Another reason for the participation of private enterprises in the   provision of western type of education was relationship problems like the misunderstanding Rev. Euba had with Rev. Griffith that led to the opening of Eko Boys High School.

2. (i) They supported the Christian Missionaries that ran schools by giving them grants; in that way they contributed to Education.

(ii) They opened schools and teacher training colleges in different parts of the country.

(iii) They promulgated the First Education for the colony of the Gold coast which included the colony of Lagos, Sierra Leone and the Gambia.

3. (i) They provided schools and Education to meet the rising demand for the western type of education.

(ii) They supplemented the efforts of the Christian Missionaries and the Colonial Government.

(iii) They offered scholarship and bursaries to support education of individuals.

(iv) Organised schemes that helped young Nigerians to study abroad.

UNIT 5: EDUCATIONAL DEVELOPMENT IN NIGERIA AFTER INDEPENDENCE
1. (i) There was high demand of secondary education because of the expansion in primary schools. More secondary schools were opened by the government.

(ii) The Ashby Commission called for revision of the curriculum

(iii)Government, through the various commissions identified inappropriate methods of teaching and contents.

(v) They identified problems and found ways of solving them. They recruited teachers to meet the rising demand.

2. Technical and Vocational Education developed tremendously after independence. Technical institutes were opened at different parts of the country to provide Nigerians with the opportunity to acquire skills and different types of handwork.

Big industrial firms like United African Company (UAC), the Ministry of works, etc. had technical schools in which they trained artisans in their specific industries. Roadside mechanics and many girls acquired different skills from self-employed artisans.

3. Some local communities and individuals established and ran schools. They used the resources they were able to put together from the fees to run the schools. Even though, private enterprises made planned expansion difficult, they still contributed to educational development.

The1969 curriculum conference highlighted these key areas

1.   National philosophy of education

2.   Goals of primary education

3.   Objectives of secondary education

4.   Purpose of tertiary education

5.   The role of teacher education

6.   Functions of science and technical education

7.   The place of women's education

8.   Education for living

9.   Control of public education.

MODULE 3: EDUCATIONAL PSYCHOLOGY (Human Learning)

UNIT 1:   THE   MEANING, NATURE AND SCOPE OF EDUCATIONAL PSYCHOLOGY

ACTIVITY I
1.   i.   True
      ii.   False
      iii.   False
      iv.   True
      v.   False
      vi.   True
2.   i.   Improvement
      ii.   school... teachers ... effectively
      iii.   learning … different settings.
3.   i.   it is a science (with methods that can be replicated)
      ii   it is an applied area (psychological principles applied to education)
      iii.   it is a branch of psychology (borrows from other branches)
      iv   it is a discipline (has its own theories, body of knowledge etc.)

ACTIVITY II
1.   i.   human development
      ii.   learning.
      iii.   personality and adjustment.
      iv.   psychological measurement,
      v.   research.
      (Any 4 of the above will do.)
2.   i.   child development,
      ii.   methods of studying children.
      iii.   personality and coping with problem behaviour,
      iv.   research ID Educational Psychology.

ASSIGNMENT

1.   Any definition that includes its being an applied branch of psychology. Also, that principles arc
        borrowed from psychology and applied to education for improvement of education OR learning.
2.   (a)   2 aims of educational psychology
        i.   It aims at improving student learning and instruction; and
        ii.   equipping school teachers with adequate tools to make students benefit to the maximum
                from education.
3.   Characteristics features are
        i.   As a science, it uses methods which can be tested by anyone and in
                different places.
        ii.   As a branch of psychology, it has links with other branches and borrows principles, ideas
                etc.
        iii.   As an applied area of study, it is concerned with real problems and   solutions in learning,
iv.   As a discipline, it has generated theories.
(c)   Scope or areas of study
i.   Human growth and development
ii.   Learning and instruction
iii.   Personality and adjustment
iv.   Research
4.   Areas of Study in this module of Educational psychology are:

i.   How the primary school child develops.
ii.   Personality, need satisfaction, coping with behaviour problem,
iii   Methods of studying children.
iv.   Simple assessment techniques.

UNIT 2: RELEVANCE OF EDUCATIONAL PSYCHOLOGY TO THE TEACHER
Question 1:

a) Educational Psychology helps the teacher identify learners with special needs. Within the learning environment, there are learners with varied needs. Some learners are exceptional in their level of intelligence, i.e. they have 1.Q. that is high. Others have low intelligence, others have physical disability, while others have various forms of learning disabilities. Educational Psychology equips the teachers for the identification of such learners and also specify measures to be taken to meet the needs of each learner.
b) Educational Psychology furnishes the teacher with the knowledge of the developmental stages of the learner right from conception. Learners have different needs and different methods of learning at different stages of development. Educational Psychology enables the teacher selects learning materials that suit the developmental stage of learners and the appropriate methods to use.
c) Education Psychology equips the teachers with the knowledge of individual differences among the learners. Learners start school at different ages, with different genetic and environmental influence on their personality and readiness to learn. Educational psychology helps the teacher to be aware of individual difference among the learners.
d) Educational psychology helps the teachers identify children with behavioural problems and how to handle them constructively. Some children can be aggressive, withdrawn, truants, hyperactive and others may have attention deficit disorder. The knowledge of educational psychology will help the teachers find solutions to learners who manifest different behaviour problems, the problems are genetic or environmental or even developmental.

Question 2:

a) Educational Psychology helps improve instruction and learning by giving the teachers variety of techniques. Teachers are exposed to experiences to help acquire knowledge on different methods of transmitting knowledge into the learners and how to use the techniques they have acquired to help learners learn more effectively. Some of these tested principles and techniques of teaching/learning process are learner centered, using reward and reinforcement, using problem solving learning and incentives. These techniques and principles can be used to teach different skills, concepts, etc.
b) Another way that educational psychology helps the teacher to improve instruction and learning by relating learning materials and methods to the developmental stage of the learners. Children at different stages have different needs, abilities, interests and characteristics. Educational psychology enables the teacher after getting the knowledge, to select learning materials and methods that suit the age, interest and abilities of learners. The teacher will be able to identify learners that may need individualized instruction, those that can cope in small and larger groups.
c) Again, educational psychology helps the teacher assess abilities, progress of learning and learning outcomes. Teacher can assess learner's behavior and make useful decision/ suggestions about the child.

Question 3: Educational Psychology benefits the teacher by:

1) Helping him/her to accept and understand his/her weakness and strength.

2) Helping him/her to appropriate the limits of his/her contribution to the teaching/learning process.

Question 4:

I agree that educational psychology helps promote the cause of education because:

1) It enables the teacher not only to improve the learning environment but to convince others of the need for educational intervention for the good of our children. It clearly spells out the influence of our environment on the learners' development, learning and other aspects of behaviour.
2) It improves education through continuous research. All the contents of Educational Psychology are based on results of research. That is why educational psychology requires the teacher to keep record of learners' behaviour, performance and other things. Teachers on training and those on the job already are required to carry out research on their experiences in the classroom.

UNIT 3: CHILD DEVELOPMENT: THE NEED FOR CHILD STUDY; METHODS OF CHILD STUDY
ACTIVITY I
1. Any 2 of the following will do:
   i. It is important to study children to understand them better.
   ii. Attention paid to children will elicit a positive response so teacher-pupil relationship will be very good.
   iv. The teacher will get to know their interests, needs and capabilities and knowledge which will influence his/her teaching positively.
   v. The teacher will be able to detect problems early and handle them and might even be able to prevent problems from occurring.

ACTIVITY 11
1. i. Longitudinal approach.
   ii. Cross-sectional approach.
   iii. Case study.
2. Description (Any one of the following will do).
   In Longitudinal approach, the same group of students is studied for a long period of time, months and years. Within that period they are tested (or given any other treatment) a number of times.
   If the cross-section method is used several groups of children are studied at the same time. An example could be the study of classes one, two, three, six where differences of class and age are used to group children for study.
   In case study, one child or a single case is studied in depth. All available information is collected from different sources before any decision is taken.
3. i. case study.
   ii. longitudinal approach,

ACTIVITY III
1. Any 5 of the following will do:
   - observation
   - interviews (clinical or structured)
   - questionnaire
   - Sociometric techniques - guess who?, etc, tests, actual measurements,
   - rating scales.
2. Description of a sociometric device,

Asking children whom they would want to do certain things with e.g. play; visit; attend a party. After the responses are obtained, the number of times each child is chosen is totaled to show his relative standing in the group. Also how many children have been chosen gives a more accurate picture.

3.
    Ai   Bv
    Aii   Bi
    Aiii   Biv
    Aiv   Biii
    Av   Bii

ASSIGNMENT

1.   Any two of the following will do.
    i.   To understand children better
    ii.   To establish better relationship with children since the attention they
           receive also elicits positive response from them.
    iii.   To help teachers teach better because they would know the children's
           needs, interests and capabilities.
    iv.   To help them prevent and handle problems before it gets too late.

2.   Longitudinal approach is different from cross-sectional approach in that:
    (a)   Longitudinal approach studies the same group of children while cross-sectional approach studies different groups of children.
    (b)   Longitudinal approach studies or tests children many different times in the course of the study but with cross-sectional approach all are tested or studied once or twice at the same time.
    (c)   Longitudinal approach takes a long time but cross-sectional approach takes a shorter time.

3.   i.   True
    ii.   False
    iii.   False
    v.   False
    v.   True

4.   Practical. Student to supply answers.

UNIT 4: PRINCIPLES AND STAGES OF GROWTH AND EVELOPMENT OF THE CHILD

ACTIVITY I

1.   Any living thing grows. Growth means becoming larger and heavier. If we refer to a child as growing, we mean that such a child is either getting taller or adding more weight. It could also be both.

2.   Development is growth plus the ability to use the organ in the performance of certain function- It is a process towards maturity. Development means changes in the individual's level of functioning.

3.   Maturation refers to qualitative changes which are innate in nature. It leads to the unfoldment of inherited potentials and enables the child to function at a more advanced level.

ACTIVITY II

1.   The different types of surrounding around oneself can be called environment. Environmental factors could include a child's home, his parents, his school, his peer group and the medical facilities available to him,

2.   Heredity is the sum total of what parents pass on to offspring's at the time of conception- A child could inherit from his parents, his rate of growth, eye colour, height, texture and colour of the skin and hair, etc.

ACTIVITY III
1.   a.   False
        b.   False
        c.   True
        d.   True
2.   Organs and functions of the body have what we call critical periods. This is a stage in an organ's development, where if anything negative happens to it, the re suit may be permanent deficiency or a malfunction of the organ. Certain aspects of development e.g. language learning also have critical periods.

ACTIVITY IV
1.   (a)   Pre-natal (0 - Birth)
        (b)   Infancy (Birth - 2 years)
        (c)   Early Childhood (2*5 years)
        (d)   Middle Childhood (6-8 years)
        (e)   Late Childhood (9-11 years)
        (f)   Adolescence (12-18 years)
        (g)   Adulthood (18-60 years)
        (h)   Senescence (60 years and above).

.   (a)   LATE CHILDHOOD
                This stage falls between 9 to 11 years. It is the period of senior Primary School age, Growth of bones, muscles and other organs continue. The child continues to learn how to get along with other peers mostly of the same sex.
        (b)   ADOLESCENCE
                This period roughly falls between 12 and 18 years of age. Growth is very rapid at this stage. There are rapid changes in the child's physique and the primary sex characteristics begin to mature, He puts finishing touches to his self- concept. -

ASSIGNMENT

1.   (a).   The concept of growth refers to changes in dimension due to increase
                in number and size of body cells of an organism. If a child is adding more weight or gelling taller we refer to such a child as growing. It is important to note that all living things grow,
        (b)   The concept of development means the capacity of using the organs in die performance of certain Junctions, It may include growth, maturation and learning but development is much more than each of them. When a baby is able to walk with his legs such a baby has developed. If he cannot walk with his legs he has grown but not yet developed.
2.   (a)   Heredity is the sum total of what is passed on from parents to their
                children. Things that can be transmitted through the chromosomes include potential for a child's height, intelligence, colour of the skin, or of the eye; some behaviour patterns etc. Growth may be distorted because of hereditary factors from either or both parents. A child may inherit certain traits which may hinder his language development. No matter the level of stimulation in such a child's environment he may still perform below the average. You can see that heredity has affected such a child's growth and development,

(b) Environment is the type of surrounding in which the child finds himself. This environment could be a good one made up of good homes, educated parents and good school. It may be a poor environment This may be made up of illiterate parents, poor feeding lack of well- equipped school. A child "for example who finds himself in a healthy environment where medical facilities are available is likely to have a more stable growth and development. Another child who stays where there are no medical facilities might even have a stunted growth. His academic performance may be affected by poor health. This shows that environment can affect growth and development.

3. The direction of development proceeds from head to tail (cephalocaudal) and centre to periphery (proximodistal). For example a young child lifts his head before he can sit. sits before hi; can stand. Also he moves his arm but as he matures he develops finer body movements; he uses his fingers to, pick a small object accurately.

4.
   a. Pre-natal (0 - Birth)
   b. Infancy (Birth - 2 years)
   c. Early Childhood (2 o years)
   d. Middle Childhood (6 - 8 *years)*
   e. Late Childhood (9-11 years)
   f. Adolescence (12-18 years)

5.
   a. INFANCY
   This period starts from die birth of the child to when the child is about two years of age, The child grows very rapidly but his bones are still pliable.
   The child depends on others for all his needs such as eating, washing and
   dressing. With time, he learns how to sit, how to crawl and how to walk.

6. **EARLY CHILDHOOD *2 - 5* YEARS**
   This is the next stage after infancy. The child gradually begins to control his body; and his movements- He can speak simple sentences to express his thought. He is able to hop and skip about. The child is particularly interested in associative plays.

UNIT 5: FACTORS INFLUENCING THE GROWTH AND DEVELOPMENT OF THE CHILD: THE MEANING AND INFLUENCE OF HEREDITY AND ENVIRONMENT ON GROWTH AND DEVELOPMENT OF THE CHILD

ACTIVITY I
1.
   i. inheritance
   ii. subtotal parents
   iii. conception
   iv. anything ... conception,
   v. physical ... psycho logical
   vi. womb
2.
   i. True
   ii. False
   iii. False
   iv. True
   v. False

ACTIVITY II
Any answer which means the following:
1. Special specific inheritance which endows us with trait that all human beings possess.
ii. Traits specific to individuals or traits which vary from one individual to another

2. i.   sex ...gene
    ii.   hereditary... parents
    iii.   thousands . .. random
    iv.   egg cells
    v.   genes
    vi   sex
    vii.   males... females
3. a.   False
    b.   False
    c.   False
    d.   False c.   True
4. Am 4 from the following \\ill do
    i.   intelligence
    ii   disorders or disease
    iii.   physical features
    iv.   blood type
    vi.   sex related traits
    VII.   rate of development.

ACTIVITY III

1.   Any *5* of the following will do:
i.   the factors in the womb before birth
ii.   the family
iii.   the peers
iv.   the school
v.   religious institutions e.g. church or mosque
vi.   the media -radio, television, news-papers etc.
vii.   healthy and sanitary- conditions' in the physical environment e.g. clean
            drinking *water.*
VIII   facilities to stimulate learning and development. Any *4* of the following will do.
i.   physical development
ii.   language competence
iii.   social relationship and skills
iv.   motor skills
v.   intellectual ability
vi.   moral value and judgment
a.   False
b.   True
c.   False
d.   True

ASSIGNMENT

l.   Heredity refers to the sum total of genetic materials from parents to children or offsprings. Environment the sum total, (totality everything) that affects die individual after t c moment of conception.

2.   The relationship between heredity and environment is one of co- operation and interaction. Whereas heredity determines the limits or how far we can go, environment determines what we can accomplish or how far we do go,

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3.   (a)   Special specific inheritance which makes all human beings alike e.g. human form, 2 legs, 2 hands, upright posture etc.

       (b)   individual inheritance whereby we inherit those traits in-which   individuals differ

4.   Heredity, nukes individuals to differ through gi*ne action and sex. There are thousands of genes and these are distributed randomly into the egg cells which are again randomly selected at the moment of conception to make the baby. Beside males and females are other differences genetically, for instance, in physical features and rate of maturation.

5.   Any 5 of the following will do:
      i.   intelligence
      ii.   disorders or disease
      iii.   physical features
      iv.   blood type
      v.   sex related traits e.g. baldness and colour blindness
      vi.   rate of development

6.   Any 4 of the following will do:
      i.   environmental factors in the womb
      ii.   the family
      iii.   the peer group or age males
      iv.   the school.
      vi.   the media e.g. radio, newspapers, television
      vii.   healthy and sanitary condition in the environment
      viii.   facilities to stimulate learning and development

7.   Any 4 of the following will do:
      i.   physical development
      ii.   language competence
      iii.   social relationship and skills
      iv.   motor skills
      v.   intellectual ability
      vi.   moral values and judgment

   Because environment makes it possible for the children to learn the ski and provides the nutrients and facilities for hereditary gifts to grew and bloom.

MODULE 4: EDUCATIONAL PSYCHOLOGY (Human Learning)

UNIT 1: THE CONCEPT AND TYPES OF LEARNING
ACTIVITY I - V
1. False
2. True
3. True
4. True
5. False
6. True

ASSIGNMENT
1. The list of the factors which would influences the learning habits and the development of skills of the students are:
   a. The facilities available in the school,
   b. The qualities of the teachers in the school.
   c. The leadership qualities of the principal.
   d. The type of students admitted to the school.
   e. The nature of what is to be learnt.
   f. The teacher - *pupil* rapport (i.e. interaction patterns)

Explanation of the points listed
   a. If the school provides essential, relevant and equate number of books, good library facilities, sufficient reading tables and chairs in the classrooms and the school makes the learning environment suitable for effective learning, then this will positively influence the learning habits of the students.
   b. If the school teachers are thorough in the subjects they teach and possess the skills they want their students to develop, this will have significant influence on the students. Also, if the teacher serves as an example of someone possessing good learning habits and appropriate skills, the students will emulate him.
   c. If the principal is pragmatic in outlook, leads by example and adopts democratic leadership style, he will succeed in influencing the students' learning habits and development of skills.
   d. If the students admitted arc of the right developmental age and the task given to them is not beyond their mental capacity and age level, this will facilitate learning.   .
   e. If the teacher is friendly, warm, happy and jovial with the students, they can readily learn good habits and skills from him with pleasure.

2. The five important lessons which I have learnt from this unit are:
   a. Learning is very important for human beings, so we should encourage everybody to learn.
   b. Learning are of different types, so the teacher should plan his teaching to suit the type of learning that should take place.
   c. Though the teacher may wish to encourage memorization whenever it is necessary, he must however encourage discovery method more.
   d. The teacher should guide the process of learning so as to make it pleasurable and easy.
   e. Since teaching can be done using different methods, the teacher should vary his way of teaching.
   f. The teacher's functions go beyond the school system apart from reading his pupils from page to page just as a book, he should also study their problems. The teacher should Endeavour to find out the problems of the students in their various homes and their background.   Solving such problems will help in facilitating learning.

In conclusion, the teacher plans what and how to teach. Also, he estimates the educational needs of the students, his other functions include:

a.   Establishing proper learning climate;
b.   Contacting the home of the learners as well as the larger community
c.   Evaluating the extent to which the student has benefited from teaming.
 d.   Motivating the students to learn; and
 e.   Develop worthwhile and positive values in the students. The methods of teaching which I have learnt from this unit are:
    i.   Programmed learning method;
    ii.   Use of teaching machines
    iii.   Independent study method
    iv.   Multi-Media teaching method; and
    v.   Lecture method (Individual and team teaching).

Other methods that could be used arc:
    a.   The lecture/demonstration method;
    b.   The Historical method;
    c.   The Heuristic method;
    d.   The project method; and
    e.   Discussion method.

Lecture/demonstration method: When the teacher actually lectures, explains and demonstrates the particular things to be learnt, the interest of the students is aroused-Also, since the students will not only hear but actually see the point being made by the teacher, thing would last longer in their memory and assist them to perform the same task independently. Finally, the method is economical.

Historical Method: Children love listening to stories so this method is useful in holding the attention and interest of the learner.

Heuristic Method:
1.   It helps the students to develop a sense of curiosity/enquiry.
2.   It promotes learning by doing.
3.   It promotes self-reliance of the students,
4.   It makes students to become more hardworking since they are required to find out things themselves

Project Method:
1.   It makes learning more challenging to the students;
2.   It helps the learners to think properly and faster about the solution to the problems selected by them.
3.   It gives room for the student to independently select, prepare a concrete plan and carry out the project.
4.   It encourages curiosity, learning by doing; reflective thinking and purposeful actions.

Discussion Method:
1.   It allows the teacher to identify the weaknesses and strength of his students in learning situations.
2.   It promotes the recognition of students' talent.
3.   It gives room for students' free expression.
4.   It is most useful in language classes to determine:
    a.   the oratorical ability of the students
    b.   the ability of the students to organize their ideas properly and present them in an orderly manner.
5.   It promotes healthy academic   competition rather than rivalry among the students.
6.   It makes classroom activities more lively.

UNIT 2:   FACTORS AFFECTING LEARNING
ACTIVITY I
The following presented in any order:
1. a) age
    b) Self-concept
    c) Background
    d) Influence of peers and friends
    e) Ability (intellectual or learning)
2. a) False
    b) False   "   .
    c) True
    d) False
    e) False

ACTIVITY II
a)   personal qualities
b)   knowledge of the subject
c)   organization of learning experiences
d)   personality
e)   improve

1.   a) The teacher can organization, structure and sequence his lesson to   make the subject meaningful to students.
   b)the teacher can vary the teaching to suit individual differences of   the learners
   c)The method can motivate children to learn.
   d) The method relates the lesson to life.

ACTIVITY lll
1.
2.
ACTIVITY IV
The nature of the relationship between the teacher and his pupil. The kind of support a child gets outside the classroom affects his learning-

The social context in which learning takes place also affects learning. The quality of the classroom (In terms of the facilities (here in) can affect learning either positively or negatively, (Any two of these are correct) Conducive threatening being alienated firm does not
1.
2.
3.
fa)   have consideration for the personality of the learner
(b)   be familiar with the ability of the child
(a)   knowledge of the background of the learners
(c)   familiarity with the ability of the learner
(a)   A class without noise
(b)   A class of excited and happy children.
ASSIGNMENT
1.   Any four of the following:
   (a)   The characteristics of the learner should be taken into account   during teaching.
   (b)   The teacher should have knowledge, confidence, and understand how teaching can be effectively organized.
   (c)   The learning environment must be such that it contributes to the effective performance of the teacher and the learner.

(d)   Teacher should recognize that in addition to the school, the larger society acts on the child one way or the other,

(e)   Teaching cannot be done in a vacuum.

It must be taken into account all the processes that influence learning and teaching. Find out the history of the behaviour.

Enter into a contract with the learner.

Specify intervals during which he will not tell lies.

Convince him to honour his part of the contract since you will keep yours. Administer reinforcement to the learner' each time the interval expires. Do so for an agreed length of time and watch the results,

3   a) Shirt - It is me only one mat is a non-using.

b) Ball   It is the only one that is not edible (cannot be eaten) Also, it is the only one that is not related with plants.

UNIT 3 :   INDIVIDUAL DIFFERENCES IN CLASSROOM LEARNING

ACTIVITY I

1.   Individual differences refer to the unique ways each human being differs from other human-beings.

2.   By height; weight; the shape of their noses, the texture of their hair, the colour of the eyes *(the* pupil) the thickness of the lips, the colour of their skins, how fat or thin they are etc.

3.   By his voice.
    By his handwriting
    By his thumbprint
    By his general movement, (fast or slow; motor^pr otherwise),

4.   a. genetic endowment
    b. child rearing practices
    c. cultural practices

5.   Answers to be supplied by the students.

ACTIVITY II

1.   Observation, interview, achievement tests, rating scales, sociograms questionnaires,

2.   The major senses are seeing (vision) and hearing.

3.   - To call them by their names
    -        To call the roster every day,
    -        To attend to them more, listen to solve their problems
    -      To hold personal interviews with the ones he does not know much,

4.   a.   Level of academic performance
    b. leadership in class cooperation confidence in speaking.
    c.   cooperation
    d.   confidence in speaking

ACTIVITY III

1.   it helps to know how to deal with their individual academic needs.

2.   The fast learner can be helped by challenging him with extra work to do. He can be encouraged to help others.

To slow learner can be helped by using special methods to teach him. Teaching him simple contents at a time, making him over learn etc.

3.   The average learner should be attended to. He just like the fast and slow learner has his own peculiar problems on individual bases.

4.   Cooperation, leadership, honesty, interest, level of motivation, aggression, attention seeking etc.

5.   Project; Answers to be supplied by the student.

ASSIGNMENT

1.   Individual differences can be seen through the many ways. These arc often in our physical appearance, physiological make up and our behaviours. Individuals differ in behaviour as seen in

a.   the way they speak (style of speaking)

b.   the way they walk (style of walking)

c.   the way they solve their problems

d.   the way they express anger

e.   the way they smile etc.

2.   a.   physical appearance

        b.   physiology

        c.   learning

        d.   behaviour

3.   Achievement test: Administer the test to them,

-       Analyze by scoring and grouping according to level of performance.

-       Associate each pupil with his level of performance.

-       Cumulative records - Go through each pupils records.

-       Find oat his performance in the past years.

-       Record the level he consistently makes.

4.   An isolate should be approached, be friendly by the teacher, then interviewed to find out courses of his problem. Through later discussions, he can be taught how to make friends by learning how to take part in a conversation.

5   Yes. Psychomotor skills are as important to human development as the cognitive and the affective. Through this, children can learn to be useful with their hands, legs and also learn to exercise the body for good health.

6.   Project: student to supply the answers.

MODULE 5: TEACHER EDUCATION

UNIT 1: CONCEPT, AIMS AND OBJECTIVES OF TEACHER EDUCATION
ASSIGNMENT

The definition is incomplete. It describes one form of teacher education - that which takes place under the auspices of colleges of education. Even that description of institutionalised teacher education foils to take account of those that take place in Teacher Training Colleges, Elementary Training Centres and in the Schools. Not only does Teaching Practice occur in schools, the major training of pupil teachers took place in schools under master teachers to whom they were generally assigned. University departments of education are not colleges of education. Besides institutions teacher education took place under the apprenticeship pattern even before there was any institution for training teachers. This form of teacher education continued to sustain the supply of teachers long after teacher training colleges were established. Correspondence and Distance learning systems such as the N.T.I, serve teacher education needs. A comprehensive definition of teacher education should see it as the education and training in specialised areas of knowledge known as Education particularly history of education, Philosophy of Education, Psychology, some administrative techniques as well as in subject contents and in the actual practice of the work of the teacher. Such education is given under the auspices of some education outfit which may or may not be an institution.

2.   a.   The Pupil-Teacher system or form of teacher education was one of the provisions of the 1909 Education Ordinance. By this provisions, able and promising primary school graduates wen? employed to teach and placed under an hour a day of instruction by a senior teacher in the school at a fee of three pounds and four pounds for success in the first and second pupil teacher examinations respectively: The subjects in which the exams were sat were Elementary Mathematics, English composition, History, Geography,, Science of Common Things, Principles of Teaching, School Method and Practical Teaching, Success at the Second, which was also the final pupil teacher examination earned the pupil teacher the Grade C or in Certificate which entitled the holder to enter the examination[1] for the Grade 0 certificate, b. CORRESPONDENCE TEACHER EDUCATION:

These were teacher education programmes ran at a distance by such foreign establishments as the College of preceptors, London, and Wesley Hall, Oxford. According to this, well prepared, generously illustrated and self-contained learning materials and assignments were sent on regular basis to registered students by mail. After studying the lessons doing the exercises and assignments, the students passed their work back to the tutors who commented, assessed and reported the work to the students'. Model answers to questions were sent to students in subsequent dispatches.

This form of "education by post" used only the print medium but course tutors and course writers were always the same person and usually experts in their fields. Correspondence teacher education-provided by the foreign outfit mentioned above provided many Nigerians with opportunity for attaining qualified teacher status from overseas without leaving the shores of the fatherland.

3 Christian missionaries introduced western type education into Nigeria. Their primary reason for doing so was to convert the people to Christianity. Because Christianity is a literate religion and because its spread in Nigeria needed the active participation of Nigerians in spreading the gospel it was necessary to give western type education to Nigeria. The first school was also a teacher education establishment and it was run on the apprenticeship system. Products of this system were soon assigned to take charge of outstations.

    4.   One reason why institutionalized training became necessary was that the training by apprenticeship was too rudimentary. The .products of the system knew too little and were not to sustain the purpose of evangelization. Another reason why institutionalization of teacher education was necessary had to do with the concern of the Christian missionary for the character

of teacher-evangelists. For Christian missionaries, the most important objective of education was the development of virtuous Christian character. Such could be best secured through institution-based training in which the character of trainees would be subjected to close and constant scrutiny. Hence the establishment of such institutions and the great emphasis placed on teacher's behaviours even after training.

In both correspondence and distance learning systems of teacher education, the learner studies at a distance relative to the venue of instruction. As a result, learning materials have to be transmitted by means that are, by and large, not face to face.
The similarity ends there. While correspondence uses only the print medium, Distance system uses multi media - at least two but which almost always include print.

UNIT 2: THE CONCEPT OF MICRO-TEACHING

ASSIGNMENT

1. Key questions to ask while planning micro-teaching lesson
    - who are my learners?
    - what do 1 want them to learn?
    - what is the most appropriate sequence of the learning topic and tasks?
    - what are the behavioural objectives, what methods and materials will lead to achieving the objectives?
    - how will the teaching and learning be evaluated against the set objectives?
    The summary of the answers to these key questions serves as Micro lesson note.

2. a.   identify the most important element in a planned micro lesson note. The most important element is the teaching skills

    b. features of this elements

3.   Distinguishing attributes of the concept of micro-teaching

    i.   It is a method of training teachers to acquire teaching skills
    ii.   It is a system that is economical in time and space
    iii.   It is a system that is satisfying
    iv.   It provides immediate feedback from teachers and colleagues
    4   a.   six processes involved in micro-teaching
    i.   Planning
    ii.   Teaching
    iii.   Observation of teaching
    iv.   Re-planning
    v.   Re-teaching
    vi.   Re-observation of teaching

    b. why re-observation is important to micro teaching

    i.   It provides immediate feedback or knowledge on how well one had taught
    ii.   Scores received indicate if or not you had acquired the teaching skill practised

UNIT 3:   RELEVANCE OF MICRO-TEACHING TO TEACHER EDUCATION

Assignment

1. Benefits of micro-teaching to teacher education in Nigeria
   i. It helps teacher education to produce high quality skilled teacher
   ii. It reduces complexity of classroom teaching
   iii. It produces opportunity for teachers to acquire a variety of teaching skills.
   iv. It builds up teachers' confidence
   v. It provides training with immediate feedback on performance

2. Why teacher education is more concerned with giving practical skills to teachers in Nigeria. The concern over practical skills is to satisfy the aim of teacher education. The aim of teacher education is to produce quality teachers and this is possible only when they acquire a set of teaching skills.

3. Complexities of classroom teaching which micro-teaching controls.

   It simplifies the complexities of classroom teaching by reducing the class size, the lesson objective, the content, the teaching time and the evaluation criteria. And by so doing it leads you gently into actual teaching situations.

4. Merits of micro-teaching

   i. Micro-teaching helps you to acquire very important basic teaching skills that will enable you become an effective teacher.
   ii. Micro-teaching provides you with the opportunity for repetitive skill practice necessary for your skill acquisition since practice makes perfect.
   iii. It provides you with a less threatening controlled safe environment in which you can practise basic teaching skills, one after the other.
   iv. Micro-teaching enables you to obtain immediate feedback or knowledge of result of your skill practice performance which increases your confidence in your own teaching ability.
   v. It simplifies the complexities of classroom teaching by reducing the class size, the lesson objective, the content, the teaching time and the evaluation criteria. And by so doing it leads you gently into actual teaching situations.
   vi. Micro-teaching complements your teacher training course and prepares you before you go for teaching practice. It helps you to analyse your own teaching critically.

5. Demerits of micro-teaching.

   i. Danger of producing homogenized teachers
   ii. It is a waste of resources if teaching skills are not internalized
   iii. Micro-teaching can be abused of misused

6. Consequences of abuse or misuse of micro-teaching. Micro-teaching is abused or misused when it replaces teaching practice in a school.

UNIT 4:   THE ETHICS OF THE TEACHING PROFESSION
ASSIGNMENT
1. Code of Professional Ethics is a set of rules and regulations which stipulate the standards of behaviour expected of persons in the practice of a particular profession in their relationship with their client, the

general public and others in the profession. Codes of professional Ethics reflect how members of the profession see themselves and what to be seen by others. It is usually stated in simple direct statements covering such headings as General Duties, Duties to immediate Clients. Duties to the General Public, Duties to Others in the Profession, A Code of Professional Ethics is binding on all with legally practice the profession. It is for that reason that it usually forms part of the professional education of all practitioners. Possession of Code of Ethics is an important condition for the attainment of professional status for an occupational group; ft is also an important factor in building up the status of members of a profession. Two of the principles around which a Code of Professional Ethics For Teachers in Nigeria should centre are Duties To the individual Teachers and Duties to Teaching. One of the problems of the Nigerian teacher is the individual teacher's view of herself or himself. Many teachers especially of the primary level feel sony' for themselves and actually say -and show it by the way they carry themselves. They also feel bad about Teaching which they see as fit for those who cannot find anything else to do. An important attribute of a professional is pride in the self. One who has pride in herself or himself takes time and effort to end to the self A Code of Ethics for the Teaching Profession in Nigeria should seek to imbue teachers with a sense of their own importance as the people who mould the citizens of tomorrow (and today). Such sense of self- importance will improve teachers' attitude to their work and enhance their status. Another important principle to focus in a Professional Code for teachers is the teachers' duties to the occupation - teaching. Teachers need to understand that just as teaching owes them living wages, and public respect, they too owe some obligations to teaching. One duty of every teacher, at whatever level, to teaching is that of remaining as up-to-date as possible in one's area of knowledge. This is what makes the (Professional) expert. Being an expert is the sure way for being thorough in one's work and this ensures recognition as the best in offering the particular service. Teachers are not recognised as the experts in the area of bringing about learning. They are not recognised because they, as a group, do not strive for and do not possess up-to-date knowledge about their field. Some understanding by the teacher of the need for continuing updating of knowledge improves teaching.

In the preamble to this principle 5 it is noted that the quality of teaching directly influences the future of the nation and its citizens. The preamble goes on to take the professional organisation as the same as teaching itself. The provisions for showing commitment to the profession are then listed. None of the 14 provisions deals with the needs of quality teaching or what quality teaching is about. Since the profession in question is Teaching there is need to state simply what commitment to teaching is in practice, at least by way of an example. The professional Code of Medical Ethics gives such guidelines when, under "Duties of Doctors to the sick, it states; inter alia
"Whenever a treatment or examination is beyond the capacity of the doctor, the advice of another doctor should be sought"
Since the "learner" is the main client of the teacher, a similar guideline in case of learning difficulty should apply with a view to seeing that the Client always gets the best available. Furthermore, duties to Teaching should provide for continuing up grading of knowledge by teachers. Failure to do these implies a complete neglect of the basic raw material needed by the teacher to provide the service.
There are several ways in which enforcement of the Code of Ethics of the Teaching Profession In Nigeria can be improved. Three of these are discussed.

REGISTRATION OF MEMBERS OF THE ORGANISATION OF TEACHERS.
A register of members of the teachers' organisation indicating their bio data and duty post as well as progress chart is one way of improving the enforcement of any code of professional ethics. Such a register will "locate" offenders;

INSERTING THE CODE INTO THE TEACHER EDUCATION CURRICULA & BOOKS ON EDUCATION.
Although ignorance of a law is said not to be excuse for infringing the law, it is difficult to expect compliance to code by people who are not aware that a code exists. By inserting professional code of

ethics into the training programmes for all teachers, many more teachers will be likely to abide by more of what it provides than otherwise.

IMPROVING MEMBERSHIP OF THE ORGANISATION **OF TEACHERS**
Wider membership improves acceptability and understanding of the provisions of the code. When more teachers are party to the making of the rules and regulations in the code of ethics, more of them will voluntarily abide by the code.

UNIT 5: THE QUALITIES OF A GOOD SCHOOL TEACHER
ASSIGNMENT
INSTRUCTION: Each question carries a maximum of 25 marks.

1.   They are expected of the teacher and are important facto; & determining the worth or quality of the teacher. Five examples of teacher role& are:
   i.   curriculum development as done in-scheme development, lesson planning and actual classroom teaching;
  ii.   learning Evaluation;
 iii.   interpersonal collaboration;
  iv.   student counselling;
   v.   professional self-development.

In the Nigerian education system the roles of the teacher are not different from those of teachers in other systems. Four of teacher roles are explained below:

CONTINUING PROFESSIONAL SELF DEVELOPMENT
Because teaching is about learning it is continually to seek and acquire relevant and up to date knowledge. The process of continually doing this is what is meant by continuing professional self-development. Opportunities for continuing professional development can be full or part time, in or out of service. These opportunities can be in any sector of the education service.
Another teacher role is curriculum development. For most teachers this role occurs in the form of developing the scheme of work, planning of lessons, actual classroom teaching and evaluation of learning. This involves measuring the quality and quantity of knowledge and skills which every individual child under the teacher has acquired in a given period of time and finding out whether or not the child has learnt well. Evaluation of learning also gives idea of how well or not the teaching has gone.
Instructional management is a fourth teachers' role. It includes taking steps to arouse and maintain the interest and attention of students in a teaching situation. One of the important outcomes of good instructional management is orderliness.
3.   Subject Matter Mastery
Objectives of education always include the mastery by children of some subject matter and this is also one of the objectives of teaching! Teachers need to have subject mastery because unless they have it, they cannot help children to acquire it.
Subject matter mastery enables the teacher to teach facts that are correct and relevant, to answer relevant questions intelligently and objectively as well as to correctly assess children's learning. When all these happen, some specific education objectives would have been achieved
4.   Curriculum decision in Nigeria is a process which involves representatives of opinion in all works of life such s the ministry of education officials, subject area specialists and classroom subject teachers. All these groups contribute towards deciding on the learning experiences, their scope and sequence. Ministry of education is the clearing house which put together a document that is called curriculum and is sent to the schools.   , .

Individual schools get to work to determine which of the various learning experiences, are relevant to their particular circumstance. The key persons at this level are the head teacher and the subject matter specialist. The resultant document is the scheme of work which is used by teachers to plan specific lessons on the subject. The lesson plan is expected to be the step by step guide for classroom teaching of the lesson. In practice, other factors which include the knowledge, understanding and experience of the teacher and the characteristics of the students, influence what knowledge (fects, skill, attitudes) is actually learnt by the students. Teachers participate not only as a group but also as individuals, in deciding what learning experiences are actually presented to students in Nigerian schools.

MODULE 6: CLASSROOM MANAGEMENT

UNIT 1: DEFINING CLASSROOM MANAGEMEMT

UNIT 1: DEFINING CLASS ROOM MANAGEMENT

ACTIVITY I
Three reasons you need to manage the classroom chalk board arrangement effectively.
Check your answers against these reasons.
v.   Chalkboard sketches should quickly illustrate the prominent features which the teacher wants to show;
vi.   Write important facts to lead pupils to the purpose of the lesson.
vii.   Illustrations and pictures can be put on the chalkboard at the introduction stage.
At the end of the lesson, the chalkboard should show a summary of the main facts of the lesson.

ACTIVITY 2
Some classroom arrangements in my class.
Check your answers against the following

        viii.   For subjects that involve story- telling, it is better to use horse-shoe formation arrangement so that teacher could see every pupil from where he/she is standing or sitting.
        ix.   For "free" "Individual" or "Group" activities, desks or benches should be arranged in a manner suitable to the particular activity.
        x.   When pupils are demonstrating, the teacher should not remain in front of the class but should go right to the back or side so that he can see all the pupils properly.
        xi.   In subjects where group system is required each group is expected to face different directions to avoid distractions.
        xii.   Make classroom more attractive with some decorations.
        xiii.   Let textbooks, teaching resources/aids and pupils' reference materials be readily available.

ACTIVITY 3
a. Benefits in arranging chalk board in teaching
i. It enhances classroom management and control.
ii. It leads pupils to the purpose of lesson.
iii. Illustrations and pictures on the chalkboard assist pupils understanding of concept.
iv. It shows a summary of the main facts thus, helping retention of learnt materials.

b. Teachers need to arrange classroom so that:
i. Teachers would be able to see every pupil
ii. Pupils will be able to move around and thus remain alert
iii. All pupils would see properly
iv. Distractions can be avoided
v. Classroom can be decorated and made attractive
vi. Pupils have access to commonly used classroom materials
vii. Pupils would see teacher and presentation area without undue turning or movement.

ASSIGNMENT
1. Write out your experience when you invited a parent for discussion over his/her child's problem.
2. Strategies for classroom management

i. Physical arrangement
ii. Chalkboard arrangement
iii. Class control
iv. Time management
v. Sustenance of pupil interest
vi. Effective communication
vii. Teachers personality
viii. Managing behaviour problems
ix. Parent contact

3. Significance of effective classroom management
I. It maximises learning opportunities for children
Ii. It creates orderliness
Iii. It exposes pupils to opportunities of working together in the sharing of ideas, maintain discipline and focusing on prepared lesson tasks

UNIT 2: MANAGING THE LEARNER- CENTERED CLASSROOM
ACTIVITY 1
1. Write your own reasons.
2. Compare what you have written in (1) with the following reasons:
    i. To help them pass tests and examinations.
    ii. To help them become good citizens.
    iii. Ensure that they get good jobs.
    iv. To help them proceed to higher education/institution e.g. Polytechnic, College of Education and University etc.
    v. Make sure they live a healthy and moral life.
    vi. Ensure that they have the necessary knowledge and skills to function effectively in society.

ACTIVITY 2
First suggest aspects of the learner's life covered in the basic education curriculum, then compare your list with this.
xi. Health and physical fitness.
xii. Spiritual growth.
xiii. Moral development and values.
xiv. Home and family life.
xv. Relationships with friends and family.
xvi. Future career guidance.
xvii. Development of life skills.
xviii. Acquisition of knowledge.
xix. Development of communication skills.
xx. Use of modern technology, e.g. computers.

ACTIVITY 3
Objectives important to developing a learner-centred lesson. Any four of these will do.

    i. Learners' needs are at the centre of what they do in the classroom.
    ii Learners need to be encouraged to use their existing knowledge and experience to understand new information.
    iii. Learners need to be able to solve problems and make decisions using critical and creative thinking.

iv.   Learners should be able to work together with others in groups.
v.   Learners should be able to organize and manage themselves in group activities responsibly and effectively.
vi.   Learners should be able to collect, analyse, organize and critically evaluate information.
vii.   Learners should be able to communicate effectively.
viii.   Learning needs to take into account the learners' cultures and beliefs.
ix.   Learning needs to take account of learners' beliefs about themselves as learners and the nature of learning.
x.   Classroom activities need to take into account social and environmental issues.
xi.   Learning should aim at encouraging learners to be good citizens.
xii.   Learning should aim at instilling appropriate values and attitudes so that learners enter the adulthood with attitudes and values shared by the majority of people in society.
xiii.   Learning should encourage learners to treat all people with respect and dignity, irrespective of age and gender.

ACTIVITY 4
Things that could be barriers to learning for some learners.
Any five from these will do.

Poor eye-sight

Inability to speak clearly

Hearing problem

Physical disability

Difficulty in reading

Difficulty in writing

Difficulty in doing mathematics

Underdeveloped physical ability (Gross motor skills)

Underdeveloped physical ability to write (Fine motor skills)

Difficulty in concentrating in class

Emotional instability as a result of physical/mental abuse

Poor self- image (low confidence levels)

Limited short-term memory

Difficulty in relating to other learners

Behavioural problems

ASSIGNMENT
Suggest any five ways you can tackle some of the above barriers effectively.

i Poor eyesight- bring pupil close to the board (sitting arrangement front row)
ii. Hearing problem- repeat information and demonstrate
iii. Inability to speak clearly- give an opportunity to speak and be patient with him/her
iv. Difficulty in concentrating in class- attract his/her attention. Call him/her by name.

v. Emotional instability – counselling
vi. Behaviour problem- reward and punishment
vii. Difficulty in relating to other learner- teach social skill
NOTE: for problems that you cannot manage make referrals to those who can handle them

UNIT 3: MANAGING LEARNING
ACTIVITY 1
Benefits of group work
viii.   encourages cooperation amongst pupils and also encourages good leadership.
ix.   helps in socialising for teachers.
x.   helps to develop communication skills.
xi.   ensures that learners are active and involved.
xii.   provides opportunities for the teacher to observe the learners more closely.
xiii.   helps the teacher to manage large classes more effectively.
xiv.   gives the teacher the opportunity to pay attention to individuals pupils while the other pupils are busy with other tasks.

ACTIVITY 2
In your group, brainstorm and list all of the things you manage as teachers. (Discuss list with your instructor)

ACTIVITIES 3, 4 & 5
3. State how you manage in the areas listed
4. In your group brainstorm and list all the things you manage in your classroom
5. Let your group brainstorm all the things you do to manage your learners

ACTIVITY 6
   i)   State all the things you do to manage learning

   ii) Compare list in step 1 with aspects mentioned in the table which include:

a)Your classroom

b) Learner assessment

c) Learner's record

d) Materials and resources

e) Teaching and learning

ASSIGNMENT

The candidate should list all the major points of the unit as what has been learnt.

UNIT 4: TEACHING/LEARNING ENVIRONMENT -PUPILS, TEACHERS, RESOURCES AND TEACHING METHODS

ACTIVITY I
The teaching/learning environment refers to the totality of the human and material resources/conditions under which teaching and learning take place. It comprises the teacher, the pupils, the classroom and how it is arranged, the learning materials, teaching methods and even the surroundings of the school (20%)
ACTIVITY II
Five characteristics of an environment that is conducive to teaching/learning are:

1. There is adequate provision of sitting facilities e.g. chairs/desks or even mats;
The classroom is arranged in such a way that there are learning aids such as maps, charts, tables, models and measuring instruments displayed prominently; Even the works of the children may be on display.
The atmosphere is calm and peaceful, with a harmonious relationship between the teacher and the pupils, and among the children themselves,
The physical and psychological needs of the pupils are adequately taken care of, including ventilation and lighting.
The children are interested and enthusiastic to learn and they are actively involved in learning. In such a setting disciplinary problems are few (30%)

ASSIGNMENT
The assignment should include the following points on how to make your classroom conducive for, teaching/learning;
1.   There will be adequate provision for sitting facilities such as desks and chairs or mats.
2.   Learning aids such as maps, charts, diagrams, models,, and instruments should be available and where absent, the teacher can improvise and make available in the, classroom.
3.   A harmonious relationship should be enhanced between the teacher and the pupils, and among the pupils themselves,
4.   The need of the children should as much as possible be taken care of so that they are comfortable and will settle down to learn.
5.   The children will be given enough work to occupy them whitest the same time their interest should be, maintained i.e. enough opportunity must be given to them to relax as well. 50%) total = 100%   -   '

UNIT 5: MOTIVATION

ASSIGNMENT

Question 1: Make the observation and classify students

Question 2: What insight do you get from this assignment?

Answer: You might have observed individual differences in the interest of learners.

Question 3: State two main differences between intrinsic and extrinsic motivation.

   i.   Intrinsic motivation is self –generated but extrinsic motivation is externally imposed.
   ii.   In intrinsic motivation, activities are undertaken for the sake of satisfaction and accomplishment it brings while the reward one will receive controls extrinsic motivation
   iii.   Intrinsic motivation sustains interest on an activity for a long period but with extrinsic motivation, desire to carry on an activity ends when no reward is in sight

Question 4: Mention 2 ways each in which you can gratify each of the deficiency needs of children in your class.

Physiological needs

   i.   Encourage children to bring food and water from home (you may assist if you have the means)
   ii.   Encourage students to have adequate sleep e.g. not staying up late watching television

Safety needs

i.   Let school environment be neat and safe
ii.   Protect children from bully of older children

Belonginess and love

i.   Show interest in pupil's welfare and in what they do
ii.   Identify them by name

Esteem

i.   Give allowance for individuals to demonstrate area of interest and goal
ii.   Distribute questions in such a way that simple ones go to weak students

UNIT 6: CLASSROOM CONTROL AND DISCIPLINE
ACTIVITY 1
   a) This is for getting students acquainted with the text
   b) Other factors outside the school that can produce or encourage indiscipline include:
      (i)   Wrong peer groups
      (ii)   Hunger
      (iii)   Lack of parental care
      (iv)   Excessive deprivation
   c) The P.T.A. can help by:
      i.   Working closely with teachers to correct the students
      ii.   Keeping a keen eye on the students after school while they are at home
      iii.   Providing for and trying to understand the student (25 marks)
ASSIGNMENT
   1. The steps include the following:
      a. Introduction
         Introduce yourself
      - Students also introduce themselves
      b. Tell them why you are there and what you expect from them, etc.
   2. The choice depends on the individual and the points he has for such a personality.
      However, there are some obvious personalities that are bad for the teacher (10 marks)
   3. These include statements like 'You know' "emm", 'alright' etc. (15 marks)
   4. Speak as if you are speaking to the last person at the back of the class. This way you will be heard clearly. (15 marks)

UNIT 7: RECORD KEEPING BY CLASS TEACHER
ACTIVITY
The two uses of the attendance register include:
   a. Showing which child comes to school regularly and which child does not (5 marks)
   b. Helping the teacher to know which parents he can visit in order to discuss the problem of poor attendance of their children (5 marks).
ACTIVITY II
Short descriptive notes on
   a. Report cards. They indicate the performance of the child at the end of every term. They are prepared by the class teacher. They help the parents to know how their children have been performing and whether or not they will be promoted to the next class at the end of the school year (15 marks)

b. Lesson notebook. It contains the daily preparation of the teacher for the different subjects to be covered and the activities to be carried out for each day. It helps the teacher to teach the lesson step by step. It contains information such as the topic to be taught, the class, age of the pupils objective of the lesson, etc (15 marks).

ASSIGNMENT
1. Two records kept by the headmaster
   a. **The admissions register**. It contains the names of all the pupils admitted into the school every school year. With this the headmaster can know the number of children admitted every year and the total number for the whole school at any time. Through this book the headmaster gets to know the areas the school is serving. (15 marks)
   b. **The Log book**
   This book contains the main events or happenings in the school e.g. sports activities and important changes that take place in the school. The log book can become an important historical book for the school if those important happenings in the school are well recorded (15 marks).
2. Two types of records that the class teacher can keep.
   a. Continuous assessment Record book
   It contains a record of the child's performance from time to time within the term. It involves assessing the child in the subject taught by way of tests, assignment, quiz, etc. The child is assessed on a regular basis instead of using a single examination to assess him at the end of the term or the school year. Continuous assessment gives the teacher a picture of the child's performance over a long period of time unlike the single examination system (15 marks).
   b. Record of workbook
   This is a book in which the class teacher records at the end of the week what he has actually taught during that week. From this record, the teacher will know which topics and units he has taught the class and which he has not. The record of workbook helps a new teacher to know how much was covered by the previous teacher and from where to continue without asking anyone. (15 marks)

MODULE 7: PRINCIPLES AND METHOD OF TEACHING

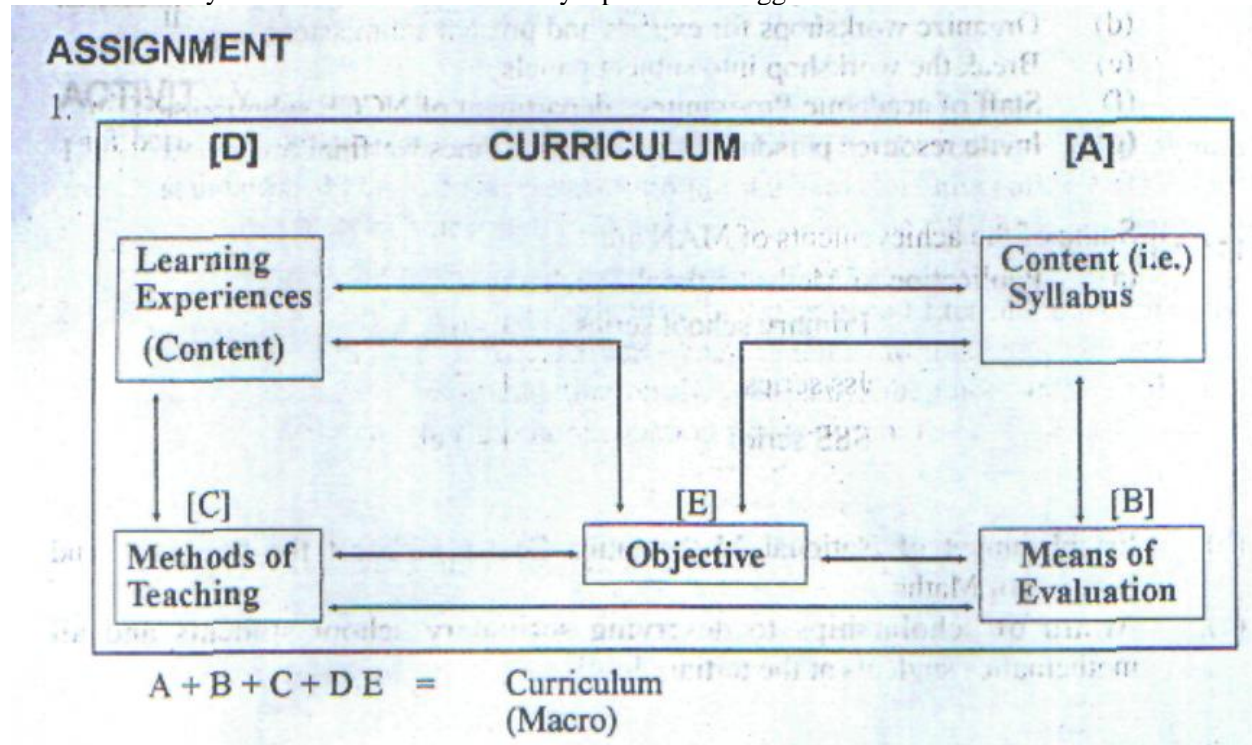**UNIT 1:   THE CURRICULUM AND SYLLABUS**
ACTIVITY I
1.   Curriculum can be defined as planned learning experiences by the school which are directed at the learner to enable him acquire essential basic skills, competences, knowledge and appropriate behaviour changes for effective functioning in his or her society.
2.   Various people define curriculum in different ways based on their various orientations as to what curriculum is or is not
3.   The element of deliberate "Planning" *is* very essential in defining the word curriculum,
ACTIVITY II
1.   The term syllabus refers to a list of topics or a collection or outline of what pupils should study in a given period of time, Generally, the Syllabus outlines the ground to be covered in a course of lessons,
2.   Curriculum generally is made up of
(a)   The content
(b)   Methodology,
(c)   Learning experiences in terms of environmental consideration
(d)   The means of evaluation.
Given the above information, it could be seen that a part cannot be equal to the .whole. Syllabus is concerned mainly with content outline It is only a part of the 'bigger 'term curriculum.

ASSIGNMENT

$$A + B + C + D\,E = \text{Curriculum (Macro)}$$

A * i.e. Content or Syllabus =   Micro or part of the larger unit -
                                                       the Curriculum

2.   As demonstrated above, the syllabus i.e. content is only part of the   larger unit -the macro unit called curriculum.
3.   Syllabus is that aspect of the curriculum that deals with content to be   studied in a particular programme of lessons,

UNIT 2:   THE SCHEME OF WORK, UNIT AND LESSON PLANNING

ACTIVITY I

1. The figure shows that the syllabus is at a higher level than the scheme of work. The syllabus, when broken down we obtain the scheme of work.

ACTIVITY II

1. A unit plan is the planned content and learning experiences often existing as interrelated ideas in a given subject which are meant to be covered within a period of a few weeks (about 2-6 weeks)
2. The unit plan is important for these reasons:
i. It makes it possible for the most relevant aspects of the syllabus to be covered by the class before examinations,
ii. It makes for a wiser use of time
iii It guides the teacher to determine what to teach, how and with what.
iv. They aid supervision,
v. They serve as guides to substitute teachers. Any three of the above will do.
3. It is preferable to use general objectives for unit plans because too many specific objectives will need to be stated if the specific type of objectives are used for unit plans.

ACTIVITY III

Lesson plans when used help to ensure that:
i. teachers follow correct steps and procedures;
ii. time is not wasted on irrelevant matters;
iii meaningful objectives are pursued in the lesson
iv. activities arc related to content and objectives
v. adequate materials are selected and utilized.
vi. proper evaluation procedures and tools are used
vii. a substitute teacher can have guides
viii. the most important content is identified for learners.
Any five of the above will do.

ASSIGNMENT

The unit plan is derived from the scheme of work, and the lesson plan is derived from the unit plan.
The components of the unit and lesson plans are as follows:
Unit Plan Components
Subject
Class
Average age of students
Unit title
Duration
Sub-unit titles
Entering behaviour
Unit Objectives
Content and concepts of the unit
Methods and activities
Unit resources
Sequence of content and Activities
Evaluation
Lesson Plan Components
Subject
Class
Average age of students
Date

Time
Title of Lesson
Instructional objectives (specific)
Teaching aids or resources
Entering behaviour
Set - induction
Instructional Procedure (Steps)
Evaluation
Students' activities and Assignment

3. The lesson objectives arc stated in specific, measurable terms whereas those of the unit are stated in general terms

UNIT 3: PREPARING YOUR LESSONS

ACTIVITY I

Write down the acceptance steps for a good lesson plan or take home assignment in your subject. Discuss this with your colleagues.

ACTIVITY II

1. What do you want your learners to know and be able to by the end of the learning?
    *   State these clearly in the objectives set for the lessons.
    *   Set learners expectation at the beginning of every lesson.

2. Proof that learners have achieved the learning goals you set for them.
    If they have achieved the learning goals set for them, they will be able to respond correctly to questions or carry out activities related to stated objectives.

3. What to do if learners do not understand and fail to do what you want them to do.
    *   Conduct self-analysis to see what you did not do well.
    *   Examine content of lesson and simplify expectations or make them clearer.
    *   Review method of teaching and include ideas that will make learners participate in the learning process,
    *   Teach topic again.

UNIT 4: OBJECTIVES IN TEACHING-LEARNING PROCESS.

ASSIGNMENT

1. Explain the meaning of behavioural objectives.

    Behavioural objectives, otherwise known as instructional or lesson objectives are statements of what teacher expects the pupil to learn at the end of the lesson. They are behavioural because they specify observable and measurable actions or activities of pupils. Objectives specify clearly what pupils would be doing or performing during and immediately after the lesson as evidence that desired learning has taken place. Words like naming, listing, drawing, grouping, stating are used to specify activities.

2. Any four of the following attributes of good behavioural objectives will do. They should be
    i.   Relevant to the topic

ii.   Clear and precise- no one should doubt what objectives imply.

iii.   Specific- each objective points to a single task or performance. Words like see, know, understand, comprehend should never be used.

iv.   Measurable. Objectives can be evaluated in terms of extent to which it is explained.

v.   Pupil-centred-it must be stated in terms of what pupils will do

3.   Ways in which behavioural objectives are important

i.   They guide teaching. Objectives dictate to teachers what to emphasize in the teaching of subject matter or topic. Without objectives, teachers will have nothing on which to focus his lesson.

ii.   They provide motivation for teaching and learning. Behavioural objectives make lesson to have purpose and the purpose motivate both teachers and learners.

iii.   They facilitate evaluation and test construction. Questions are set to measure the extent to which the objectives have been attended; in this way they make evaluation and test construction easier.

iv.   They make teaching child-centred. Behavioural objectives provide opportunity for learners to participate in learning process. The whole class work towards achieving stated objectives.

4.   State three behavioural objectives.
State these using action words like state, list, draw, measure, count etc.

UNITS 5: SELECTION OF TEACHING METHODS AND MATERIALS
ACTIVITY I

Characteristics of a good Teaching Method.

The following characteristics may not be Exhaustive, but are certainly qualities which all good teaching method should, possess.

1.   Purpose; The purpose of the lesson should be explained to the pupils during the introduction to the lesson. You need to let them feel that they are being taken into a working partnership;

2.   .Interest; The interest of the pupils should be aroused during introduction. It should not be allowed to flay i n any part of the lesson.

3.   Self - Activity: In a successful lesson children are active. They are given plenty of opportunity for a personal part.

4.   Orderliness: An important law of the mind. A good method should be organized in an orderly manner.

5.   Economy of Effort. An effective teacher is able to keep his class interested and busy with apparently the minimum of effort on his part.

6.   Effective Result: The proof of the pudding is in the eating. A lesson is successful if the children remember and apply what they have been taught.

(25 marks)

ACTIVITY II

Other methods that can be used in the teaching to Science include
Project method   "
Discussion method

ASSIGNMENT

1.   Role of teacher in an activity based lesson

a. Set the stage and provide the environment within which children can engage in learning activities related to their interests, needs, capabilities and motivations.

b. Structure and guide the explorations of children without destroying their initiative.
c. Provide a carefully selected assortment of learning materials for children to handle.
d. Act as a catalyst by .stimulating children.

UNIT 6: USING GAMES, PLAY AND STORY-TELLING

Answer questions raised in ACTIVITIES one, two and tree. Discuss your answers first with your colleagues and then your teacher.

UNIT 7: INSTRUCTIONAL MATERIALS AND THE ORGANIZATION SKILLS OF THE TEACHER
ACTIVITY 1
Instructional materials are tools, which the teacher uses in the process of teaching. They include the black board chalk," duster, pencils, notebooks, scientific equipments, crafts materials, tape recorders, video machines and in some cases even computers. The teacher may in some cases prepare his own instructional materials which facilitate-learning. These could include charts or models (25%)

ACTIVITY II
"Classroom Organization," refers to the arrangement of classroom facilities in such a way as to promote learning in the best possible way. It includes the way furniture are laid out, maps, charts, model, etc. are arranged and the keeping of all materials in a tidy way. The teacher needs to be capable of arranging and supervising the children in the use of the learning materials at their disposal. (25%)

ASSIGNMENT
The essay on "Teachers Organizational skills in the classroom." should
include points on the ability to lay out the classroom in such .a way as to promote optimal use of the space available. In addition, the teacher should be skilled in enriching the environment with educationally relevant items e .g. charts, models, maps, measuring instruments, etc. He/she should also be able to supervise the children in their use of the educational materials in a safe and caring manner, bearing in mind the need to keep the environment neat and tidy.   (50%)

Total = 100%

UNIT 8: IMPROVISATION
ACTIVITY I
   a) chalk
   b) ball
   c) a real car
   d) red colour (20 marks)
ASSIGNMENT
   1. (a)   Geography – globe – calabash
      (b)   History – dramatization using improvisation
      (c)   Art-ash, red earth, etc. for paint (20 marks)
   2. Creativity is basic to improvisation. It is the combination of imagination and common sense to produce a product. Usually such products are directed towards solving specific needs (30 marks).
   3. The main advantage of improvisation in the teaching learning situation is that it enhances the quality of teaching and learning by translating concepts into concretes e.g. Story in drama comes live on stage, non- existing objects are replaced by look – a likes etc. (30 marks)

UNIT 9: IMPROVISATION AND INTEGRATION.
Carry out activities one, two and three and discuss first with your colleagues, then your teacher.

UNIT 10: SKILLS NEEDED FOR IMPROVISATION, UTILIZATION OF INSTRUCTIONAL MATERIALS

ACTIVITY
Skills necessary for improvisation of instructional materials.
Any of three of these will do
i)   Observation- observing the details of original equipment to be improvised.
ii)   Measurement- Measuring length or width, mass and volume so that improvised materials will look like the real equipments.
iii)   Calibration- the art of determining the capacity or scale of an instrument.
iv)   Designing- making a rough sketch of the items after identifying, observing and measuring the various parts.

MODULE 8: EDUCATIONAL EVALUATION AND CLASSROOM ASSESSMENT

UNIT 1: MEANING AND SCOPE OF EVALUATION
ACTIVITY 1
1. Pupils should be able to tell their relative positions in the last terminal examination
2. The teacher should enquire whether the pupils were given their report cards. The teacher asks the pupils to tell him/her the comments made by their form masters/principals.

ACTIVITY II
1. The teacher is expected to list concepts that are necessary for the proper understanding of a new topic (20 marks)
2. A teacher is expected to prepare a test to assess what he taught his pupils.
3. A teacher is expected to list reasons given by his pupils why they find English language difficult. (20 marks)

ACTIVITY III
The teacher is expected to list the following
a) Objective Tests e.g. True or false etc
b) Quiz
c) Essay
d) Practicals (10 marks)

ASSIGNMENT
1. Evaluation is defined as a process of assessing the extent to which instruction goals are achieved (10 marks)
2. (a)   Summative Evaluation
   (b)   Formative Evaluation
   (c)   Diagnostic Evaluation
   (d)   Placement Evaluation (20 marks)
3. (a)   Determine and clarify what is to be evaluated
   (b)   Select appropriate evaluation techniques
   (c)   Use variety of evaluation techniques
   (d)   Beware of the strengths and weaknesses of evaluation techniques (20 marks)

UNIT 2: EVALUATION OF LEARNING OUTCOME
ACTIVITY I   ;

Evaluation is the process of asking questions based on some teaching/instruction that had been done. It takes the form of examination questions based on the objectives of teaching. It gives the teacher some feedback on how effective his teaching has been (15%).

ACTIVITY II

1.   The two (2) main types of evaluation are (a) formal evaluation (b) informal evaluation,[1](10%)
2.   The essay-type of evaluation is not suitable for young children because their
 language is usually not well developed and the spelling and writing skills are not well developed. (25%)

ASSIGNMENT

Essay on types of Evaluation you have learned both formal and informal e.g. multiple-choice items, matching, true and false questioning, essay type, etc. (65%) - Total = 100%

UNIT 3: HOW TO STATE OBJECTIVES FOR EVALUATION PURPOSES
ACTIVITY I

You are expected to count the objectives you stated behaviourally and those you stated non-behaviourally (15 marks)

ACTIVITY II

You are expected to classify each of your stated objectives in to mastery, development, ultimate, stated or functional (15 marks).

ASSIGNMENT
   a.   Non-behavioural
   b.   Behvioural
   c.   Non-behavioural
   d.   Behavioural
   e.   Behavioural
   f.   Non-behavioural (30 marks)
   2   a)   single course objectives
        (b)   functional objectives
        (c)   mastery objectives
        (d)   single course objectives
        (e)   developmental objectives (30 marks)
 3.   Any of the action verbs such as:
1.   Identity
2   Label
3   Prepare
4   Solve
5   Arrange
6   Join
7   Display
8   List
9   State
10   Differentiate (10 marks)

UNIT 4: THE CONCEPT OF CONTINUOUS ASSESSMENT
ACTIVITY
   a.   The list should include tests, punctuality, neatness, projects, etc (13 marks)
   b.   A score of 1 point should be awarded for being present and 0 (zero) for not being present (13 marks)
   c.   You can rate the neatness of the body, dress and books (13 marks)
   d.   The table should look like this:

Name of pupil	Test	Punctuality	Neatness	Project	Sports

ASSIGNMENT
1. CA is defined as a method of finding out what a pupil has gained from learning activities in a school (13 marks)
2. (i) CA should be systematic
   (i) CA should be comprehensive
   (ii) CA should be cumulative
   (iii) CA should be guidance – oriented (24 marks)

3. (i) Teachers should be involved in the overall assessment of their pupils
   ii) Since CA takes place throughout the schooling period, it means that it is more reliable than just one and final test
   (i) From the results of the CA a teacher can modify his/her teaching materials or methods
   (ii) Using the pupils data from the CA, a teacher can provide career guidance (24 marks)

UNIT 5: TEST AND TYPES OF TESTS, TEST CONSTRUCTION AND USES OF TESTS
ACTIVITY
The table of specification should include all the topics in the syllabus of the selected subjects, using the list below.
   a) Knowledge
   b) Comprehension
   c) Application
   d) Analysis
   e) Synthesis
   f) Evaluation (50 marks)
ASSIGNMENT
1   False
2   True
3   False
4   True
5   True
6   True
7   True
8   False
9   True
10   True

UNIT 6: TECHNIQUES OF SCORING AND GRADING TESTS
ACTIVITY
1. You are expected to justify what you think should be included in the letter grade marking (20 marks)
2. Justify your preference for a selected scoring system (20 marks)
3. Justify your preference for a marking system you selected (20 marks)
ASSIGNMENT
TABLE I

Marks	Description	Letter Grade
70+	Distinction	A
60-69	Credit	B
50-59	Merit	C
40-49	Pass	D

Marks	Description	Letter Grade
0-39	Fail	F

Table 2

Marks	Description	Letter Grade
70+	Distinction	A
60-69	Credit	B
50-59	Merit	C
45-49	Pass	D
40-44	Pass	E
0-39	Fail	F

2   With global scoring method the whole answer to an essay question is read and then appropriate marks are awarded on the impression. With analytic scoring method, the answer to an essay question is read paragraph–by–paragraph and then marks are awarded for each important point made by the candidate.

MODULE NINE: MANAGING CHALLENGING CIRCUMSTANCES

UNIT 1: MANAGING LARGE CLASSES

ACTIVITY I

1. Problems of teaching large classes
    i.   Problems of teaching different kinds of pupils at the same time (e.g. brilliant, average, dull)
    ii. There may not be seats in the class
    iii. Noisy class with teachers shouting at the top of her voice. Noise also prevents some pupils from hearing the teacher.

    iv.   Not all pupils will participate in classroom activities. Some will be sleeping during lesson and some would not do assignment.

    v.   Class discipline is difficult and teachers waste time on this.

2. How teacher Rebecca solve various challenges

Answer: She made all students to participate in diverse activities at the same time.

3. positive result of new approaches adopted by Rebecca are:

    i.   Tremendous increase in pupils' participation in interactive activities.

    ii.   Pupils showed increased interest in lessons

    iii.   Pupils learnt more

    iv.   Pupils' performance increases

ACTIVITY II

Prepare the lesson plan and show your teacher

ASSIGNMENT

You handle large classes by working in pairs, as individuals, in small groups and by using a variety of activities. These measures or strategies can be used to teach any topic in a social studies' class.

UNIT 2: MANAGING MULTI-GRADE CLASS

ACTIVITY I

- Describe any four of these
    - i.   Improvisation of relevant instructional materials from locality
    - ii.   Grouping based on ability, age, sex
    - iii.   Learner centered approach
    - iv.   Dramatization
    - v.   Demonstration
    - vi.   Simulation
    - vii.   Game
    - viii.   Role play
- Carry out the two other assignments in Activity I

ACTIVITY II

1)   (i) Prepare teaching aids

    (ii) Organize physical environment

    (iii) Divide topics to distinct units

    (iv) Appoint a group leader for recording observations and reporting

    (v) Supervise what goes on in each group

ASSIGNMENT

Strategies for multi-grade classes

    i.   Organize the physical environment

    ii.   Group students as fit for lesson

iii. Prepare or improvise instructional materials
iv. Support children with special needs
v. Use learner-centered approach
vi. Encourage pupil participation and interaction
vii. Follow time table that is sensitive to demand of subject area and time of the day.

UNIT 3: THE EXCEPTIONAL CHILD: CATEGORIES AND IDENTIFICATION-GIFTED AND TALENTED AND SLOW LEARNER

ACTIVITY 1

1. An exceptional child is that child who is so different from other children in physical, mental, sensory or behavioural characteristics that he needs specialized services to develop and meet his needs.
2. A handicaps person is that person who has lost part of his body and cannot function when the use of the part of the body arises.

ACTIVITY II

(1) The visual impaired children.
(2) The hearing impaired children.
(3) The mental retarded children.
(4) The learning disabled children.

ACTIVITY III

1. True.
2. False.
3. True.
4. False.

ACTIVITY IV

a) Adequate gene formation.
b) Enriched environment.
c) Hardworking habit.

ACTIVITY V

1. High intellectual ability and low intellectual ability.
2. False.
3. False.

ACTIVITY VI

1. True.
2. False.

ASSIGNMENTS
1. When the child deviates from normal behaviour, for example, when her reforms vary well or very poorly in the class or other activities.

2. i.   The gifted and talented.
    ii.   The behaviour disordered.
    iii.   The mental retarded.
    iv.   The hearing impaired.
3. A gifted child is one whose performance in academic and non-academic tasks is constantly above average.
4. A slow learner is one whose performance task is constantly below average.
5. i.   Generally high intelligence.
    ii.   Ability to think deep and create ideas.

    Three characteristics of slow learners.
    i.   Backward performance ability.
    ii.   Little interests in academic work.
6. I.   Teacher /Parent/Peer nomination based on characteristics of gifted children and slow learners.
    iii.   Use of development data.
    iv.   Use of wide range of tests.

UNIT 4:   EDUCATING CHILDREN WITH SPECIAL NEEDS IN THE CLASSROOM: MAINSTREAMING AND INTEGRATION.

ACTIVITY I

1. Exceptional.
2. Markedly.
3. Special education.

ACTIVITY II

1. Higher/lower intelligence and impaired sensory organs.
2. a.   Modification of school practices.
    b.   Favourable school attitudes.
    c.   Special materials and equipments.

ACTIVITY III
1. False
2. a.   Individualized instruction
    b.   Learning materials
    c. Special materials and equipments

ACTIVITY IV
a. F   b. F   c. T   d. F

e. T   f. T   g. T   h. T

ACTIVITY V

a. Disagree   b.   Agree

c. Disagree   d.   Agree

e. Disagree   f.   Agree

g. Disagree   h.   Agree

i. Agree   j.   Agree

ASSIGNMENT

1. Children with special needs are there who have either above/below average intellectual ability or who have various impairments which warrant special educational assistance for them to learn effectively.
2. 1.   Modification of school practices.
   2.   Special education assistance.
   3.   Special materials and equipments.

3. 1.   Arrangement of the schools to facilitate greater learning of the children.

   2.   Individualized instruction.

   3.   Tolerating their limitation.

   4.   Extensive use of learning materials.

   5.   Use the regular school curriculum to ensure they participate in it.

4. 1.   Accept the child as he/she is not as you want him/her to be.

   2.   Motivate the child to perform higher within the limits of his/ her ability.

   3.   Provide for a rich social exchange between the child and his/her peers.

   4.   Give the child opportunity for leadership in the class.

   5.   Encourage either children to help the child in the class peer   instruction,

5. -   Name of school

   -       Population of the school

   -       Types of handicapped in the school

   -       Conditions of the classroom in the form of structure, furniture, materials and equipments.

   -       The environment situation especially in relation to free movement of the blind and the physically handicapped.

   -       Background of the teacher in the school

   (Discuss your answers with your course tutor at the study centre.)

UNIT 5: GUIDANCE AND COUNSELLING
ACTIVITY
1.   i   True
        ii   True
        iii   False
        iv   True
        v   False
        vi   True

      vii   True
      vii   True
2. i   A guidance service   ii a specialized service   iii it is interventional
     iv it is developmental
3.   teachers, career masters

ASSIGNMENT

a. Guidance

      -Biswalo (1996), for example, defined guidance as a process of helping an individual to gain self-understanding and self-direction so that he can adjust maximally to his environment.

      -Oladele (2004) viewed guidance as an advice, showing the way, leading, managing or steering a course.

b. Counseling

      -The American Psychological Association (APA) as reported in Owe (2005) defined counseling as a process of helping individua1toward overcoming obstacles to their personal growth. Whatever these may be encountered and towards achieving optimum development of their personal resources.

      -Biswalo (1996) on the other hand, defined counseling as the process of helping an individual to accept and use information and advise so that he can either solve his present problem or cope with it successfully.

c.   -Paracounselling is a process of assisting individuals by teachers and career masters who have been exposed to the rudiments of counseling techniques to overcome educational, vocational, psychological and social problems

UNIT 6: THE ROLES AND QUALITIES OF A GUIDANCE COUNSELLOR
ACTIVITY I

1. The roles of a guidance counsellor in a school system:
* Helping pupils or students to learn skills to promote self- understanding and ability to communicate this understanding effectively to others.
* Helping pupils/students to use interpersonal conflict and problem resolution skills to foster tolerance, understanding and respect for human diversity.
* Helping students/pupils to discover their talents and utilize their potentials for the benefit of themselves and the society.
* Helping pupils/students to acquire skills to be productive, progressive, and successful and be able to generate income.
* Helping pupils/students to learn how to adjust to changes resulting from maturation, physical growth and general development.
* Helping pupils/students to develop self-efficacy and enhancing quality of life and human dignity.
* Helping pupils/students to develop effective study habits.
* Helping pupils/students to be aware of appropriate subject combinations.
* Helping pupils/students to aspire for careers realistically.
* Diagnosing pupils/students problem using different psychological testing.
* Placing pupils/students in different class level and course offerings.
* Conducting local researches.
* Administering and interpreting test scores.
* Keeping pupils/students records and managing guidance activities
* Organizing orientation services for fresh pupils/students and making referrals.
* Providing educational, vocational and socio-personal information.

ASSIGNMENT

The attributes of a good guidance counselor:

a. Educated and Knowledgeable
b. Confidentialities
c. Unconditional Positive Regard and Equality of Opportunity
d. Empathy and Objectivity
e. Maturity and Competency
f. Calm, Tolerance and Self Respect
g. Uses all Techniques of Counseling
h. Referral
i. The Principle of Understanding

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