



# ADEYEMI COLLEGE OF EDUCATION ONDO, ONDO STATE

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## DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES COURSES OUTLINE SEC 332: SPECIAL TEACHING METHODS

1. (a) i. The meaning of education  
ii. Teaching  
iii. Learning and learning  
iv. Teacher  
v. Teaching education  
vi. Curriculum  
vii. Curriculum Studies  
viii. Educational goals and objectives  
(sec.1, sub, sec.6; a-e –General goals, specific goals; sec.1, sub. Sec.7: a-f)  
Then objectives: Sec.1, sub. Sec 8: a-g, sec.1, sub. Sec9: a-f.
- (b) Teaching Methods.
2. Teaching Strategies and Approaches
3. Improvisation
4. Hazards and dangers in laboratory and laboratory safety.
5. Laboratory skills
6. Innovation and Creativity in Teaching
7. Preparation and Presentation of lessons

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**COURSES OUTLINE**  
**EDU 102: PRINCIPLES AND PRACTICE OF EDUCATION**

The primary objective of the course is to introduce the students to the personal and professional consequences of being a teacher, the practice in developing competence in teaching.

8.
  - (a) Meaning of teaching
  - (b) Principles of teaching
  - (c) Reasons for choosing teaching as a profession
  - (d) Qualities of a good teacher
  
9.
  - (a) Meaning of learning
  - (b) Types of learning
  - (c) Factors affecting learning
  - (d) Relationship between teaching and learning
  
10.
  - (a) National Policy on Education (NPE)
    - (i) Brief Origin of NPE
    - (ii) Purpose of the NPE
  
  - (b) Curriculum as a teaching plan
    - Relationship among curriculum, syllabus, scheme of work and lesson note
    - Preparation and presentation of lesson plan/lesson note
  
  - (c) Hints on Classroom Management
  
11. Instructional Methods  
Lecture, Discussion, Laboratory, Enquiry, Questioning, Assignment, Field work, Excursion, Diagnostic and Remedial Teaching Methods (RTM), etc.
  
12. Conferences, Seminars, Workshops Teacher Education Courses, Other in-service Training Programmes, Induction/Orientation Programmes for Teachers.
  
13. Importance of Teaching Practice, Relevance of Training, Professional Development of Teachers.

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**COURSES OUTLINE**  
**EDU 113: PRINCIPLES AND METHODS OF TEACHING**

Institutions could schedule this course in the 1<sup>st</sup> or 2<sup>nd</sup> semester in Year 1 as appropriate to this local environment.

1. Meaning or definitions of Education
2. Types/forms of Education  
(i) Formal (ii) Informal (iii) Non Formal
3. Concepts of Education: (i) Teaching (ii) Learning (iii) Teacher (iv) Learner

**Objectives and Categories of Objectives in the Teaching-Learning Process:**

- Instructional Objectives, Behavioural Objectives, Expressive Objectives, etc.
- Formulating Behavioural Objectives
- Principles underlying the Choice of Teaching Methods

**Types of Instructional Methods, Techniques and Approaches in Teaching** (At least two examples are to be selected for treatment from each of the types below):

**Distinction based on Degree of Teacher and Students/Pupil Activity.**

**A. TEACHER-CENTERED METHODS**

- \*Lecture
- \*Story Telling
- \*Demonstration Methods etc

**B. STUDENT-CENTERED OR PUPIL-CENTRE METHODS;**

- \*Project (Individual/Group), Discovery
- \*(Individual/Group), Inquiry (Individual/Group)
- \*Discussion Method, Olay Method, etc.
- \*Differentiation based on degree of Individual Student/Pupil or, Group Involvement

**C. GROUP INSTRUCTIONAL METHODS**

- \*Story Telling
- \*Lecture
- \*Demonstration
- \*Discussion
- \*Folklore etc.

**D. INDIVIDUAL INSTRUCTIONAL TECHNIQUES**

- \*Question and Answer
- \*Tutorial
- \*Programmed Instruction
- \*Computer-Assisted Instruction, etc.

**E. CONVENTIONAL/TRADITIONAL METHODS**

- \*Story Telling
- \*Lecture
- \*Discovery
- \*Project
- \*Demonstration Methods etc.

**F. INNOVATIVE OR NEW STRATEGIES**

- \*Programmed Instruction
- \*Computer-Assisted Instruction
- \*Discussion
- \*Inquiry Methods etc
- \*Methods of Teaching Pop/FLE (Population and family life Education)  
Including value clarification
- \*Preparation and Presentation of Lessons
- \*Classrooms Management
- \*Characteristics of a Good Teacher.

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**COURSES OUTLINE**  
**EDU 101: INTRODUCTION TO TEACHING PROFESSION**

1. Meaning, Functions and Processes of Education
2. Teaching as a Profession
  - (a) Meaning of Profession
  - (b) Characteristics of a Profession
  - (c) Types of Profession, Characteristics of teaching profession
  - (d) Categorization of teachers:
    - (i) Grade Two Teachers
    - (ii) NCE Teachers
    - (iii) Graduate Teachers
  - (e) Teacher education programme i.e. curricula of teacher education.
3. The Duties and Responsibilities of a Teacher to the:
  - (a) Learners
  - (b) His/her employers and,
  - (c) Community
4. Professionalization of teaching
  - (a) Meaning
  - (b) Strategies for Professionalization of teaching
  - (c) Benefits of Professionalization of teaching
  - (d) The problems of Teaching Profession in Nigeria
5. Professional ethics
  - (a) Meaning
  - (b) Obligation of the teacher
  - (c) Professional standards
6. Professional Teachers' Organisations
  - (a) NUT (b) STAN (c) SOSAN (d) RAN (e) ESAN (f) MAN etc.

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**COURSES OUTLINE**  
**SEC 201: AGRICULTURAL SCIENCE METHODS I**

1. Criteria for selection of teaching methods
2. Teaching methods used in agriculture: Demonstration, discussion, problem solving etc.
3. Questioning technique: Classification of questions, principles of asking questions, ways of responding to students' questions.
4. Instructional objectives
5. Unit and lesson planning
6. Special problem of Agriculture in schools

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**COURSES OUTLINE**  
**SEC 203: HOME ECONOMICS TEACHING METHODS I**

1. Terminologies in Curriculum
2. Concepts of Curriculum
3. Syllabus, Scheme of Work, and Daily lesson plan
4. Curriculum Goals and Objectives
5. Educational objectives
6. The Domains of educational objectives
7. Instructional objectives
8. Instructional materials
9. Factors to be considered in curriculum planning
10. Sources of objectives to curriculum
11. Evaluation

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**COURSES OUTLINE**  
**SEC 205: INSTRUCTIONAL APPROACHES**

1. Definition of Education
  - National Policy on Education
  - Functions of education
  - Agencies of education and forms of education
2. Educational Objectives
  - Categories of educational objective and writing of behavioural objectives
3. Principles underlying the choice of teaching methods
4. Methods, techniques and approaches to teaching
5. Preparation and presentation of lesson
6. Characteristics of a good teacher
7. Organisation of learning materials into suitable units:
  - Definition of Curriculum
  - Qualities of good Curriculum
  - Curriculum Studies
  - Syllabus
  - Scheme of Work
  - Lesson Plan and Lesson Note
8. Interactional Analysis and its implication in classroom activities

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**COURSES OUTLINE**  
**SEC 301: CURRICULUM DEVELOPMENT**

- A. The Curriculum in Relation to its:
- Definition
  - Meaning and specific objective
  - Pre-requisite of a good curriculum
  - The fundamental factors that determine the planning and development of a curriculum
- B. The Curriculum in Relation to its:
- Historical foundations in Nigeria
  - The influence of informal education and modernisation on the evolution of contemporary curriculum
- C. Philosophical Foundations of Curriculum
- Values of philosophy in curriculum development as exemplified by
  - Perennialism
  - Essentialism
  - Pragmatism
  - Existentialism
  - Marxism
- D. Sociocultural Dimensions of Curriculum Development
- Society and culture distinguished
  - Structure of the culture
  - Culture and values in the curriculum
  - Values culturally induced bias and the curriculum
- E. Psychological Foundations of the Curriculum
- Man and the Curriculum
  - Psychological theories – development, learning, motivation and group behaviour
  - Havighurst's Developmental Task
  - Erickson's epigenetic theory
  - Maslow's theory of needs gratification
- F. Political Dimensions of Contemporary Curriculum
- The influence of various political and educational manifestoes on the curriculum development
  - Political realities of curriculum development
  - The politics of curriculum decision making
- G. States of Curriculum Development
- Aims, goals and objectives
  - Organization of knowledge within the curriculum
  - Criteria and justification for content selection in the curriculum
  - Agencies of curriculum development in Nigeria
- H. Patterns of Curriculum Organization
- Organizational problems (theoretical, conceptual and practical problems)
  - The subject centered organisation
  - The activity or experience organisation
  - The core organisation
- I. Conceptual and Theoretical Based Curriculum Design
- Elements and rationale of a framework for curriculum design
  - A methodical approach to curriculum design
- J. Curriculum Evaluation
- Criteria for and nature of curriculum evaluation
  - Comprehensive curriculum evaluation
  - Formative and summative evaluation
  - Product evaluation



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**COURSES OUTLINE**  
**SEC 329: HOME ECONOMICS METHODS II**

- Meaning of Home Economics Education
- Philosophy of Home Economics Education
- The goals and objectives of Home Economics Education
- The scope of Home Economics Education
- The place of Home Economics in schools
- The job of Home Economics teachers
- The teaching methods suitable for Home Economics
- Teaching aids
- Lesson note

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**COURSES OUTLINE**  
**SEC 403: CLASSROOM TESTING**

Definition of the terms: Assessment, tests, measurements, evaluation and reports in terms of their purposes in education system.

1. (a) The need for evaluation in education  
(i) Placement (ii) Diagnosis (iii) Assessment and (iv) Predication  
(b) Basic attitudes to a good test  
(i) Validity (ii) Reliability and (iii) Usability
2. Types of Tests
  - Maximum performance tests and typical performance tests.
  - Criterion-referenced tests and norm-referenced tests
  - Objective tests, subjective tests and projective tests
  - Selected-response tests and supply-response tests
  - Standardised tests and informal tests
  - Speed tests and power tests
3. Planning for the Assessment of Learning
  - Overview
  - Educational objectives
  - Writing behavioural objectives
  - Test planning
  - Content specification
4. Test Construction
  - Overview of item writing
  - Item difficulty index
  - Item discriminating power
5. Test Administration
  - Internal examination
  - External examination
6. Test Scoring and Reporting
  - Scoring of objective items and essay items
  - Inter rater and intra rater reliability
  - Deriving grades for summative evaluation
7. Test Scores Interpretation
  - Simple descriptive methods of treating test scores
  - Arranging in order of magnitude
  - Frequency distribution
  - Diagrammatic representation (including skewed distribution)
  - Conversion of test scores to standard scores
  - Measures of central tendencies (meaning, computation and interpretation)
  - Correlational measures
  - Introduction to test of significance
8. Continuous Assessment
  - What is continuous assessment?
  - Why continuous assessment?
  - How can it be carried out in the school setting?
  - Problems of continuous assessment in the Nigerian school setting
9. Examiners' Reports
  - Writing the examiner's report
  - Uses of examiners' reports
  - External examiner(s)
  - Moderation procedures

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**COURSES OUTLINE**  
**SEC 405: TESTING ETHICS**

**SEC 405: Testing Ethics**

1. Test-Related Factors
  - Regulations guiding tests
  - Criticisms of testing
2. Technical and Methodological Principle of Testing
  - Norms and the interpretation of test scores
  - Statistical forms
  - Within-group norms, Relativity of norms
3. Ethical Testing Practices
  - Ethical standards in test administration
  - Tests security
4. Item Analysis
  - Item difficulty
  - Item discrimination
  - Item response theory
  - Item-by-group interaction
5. Marks and Marking System
  - The problems of marking
  - The needs for marks
  - Shortcomings of marks
  - Institutional marking systems
  - Absolute versus relative marking
  - Percent marking problems
  - Relative marking problems
  - Criticisms of relative marking
6. Grade
  - Steps on the grade scale
  - Pass – fail grading
  - Quality control in a marking system
  - Systematic marking procedures
  - Assigning letter marks
  - The basis for marks
  - Illustration of marks determination
7. Test Interpretation and Uses of Test Scores
  - Communication of test results
  - Confidentiality of test records
8. Unethical Testing Practices
  - Social and legal implications of testing
  - Criticisms of testing
  - Examination malpractices/Cheating behaviours
  - Alternative to traditional testing practice
  - Implications of unethical testing practices to education and society

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**COURSES OUTLINE**  
**EDU 102: PRINCIPLES AND PRACTICE OF EDUCATION**

14.
  - (a) Meaning of teaching
  - (b) Principles of teaching
  - (c) Reasons for choosing teaching as a profession
  - (d) Qualities of a good teacher
15.
  - (a) Meaning of learning
  - (b) Types of learning
  - (c) Factors affecting learning
  - (d) Relationship between teaching and learning
16.
  - (a) National Policy on Education (NPE)
    - (iii) Brief Origin of NPE
    - (iv) Purpose of the NPE
  - (b) Curriculum as a teaching plan
    - Relationship among curriculum, syllabus, scheme of work and lesson note
    - Preparation and presentation of lesson plan/lesson note
17. Hints on Classroom Management
18. Instructional Methods
  - Lecture, discussion, laboratory, enquiry, questioning, assignment, field work,
  - Excursion, diagnostic and remedial teaching methods, etc.
19. Capacity-Building Programmes for Professional Development of Teachers
  - (a) Conferences, seminars, workshops
  - (b) Teacher education courses
  - (c) Other in-service training programmes e.g. higher education
  - (d) Induction/orientation programmes for teachers
  - (e) Relevance of professional education and training programmes
20. Importance of Teaching Practice in Teacher Development
  - (a) Meaning of Teaching Practice
  - (b) Organization of Teaching Practice
  - (c) Criteria for Teaching Assessment

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**COURSES OUTLINE**  
**SEC 202: CURRICULUM AND INSTRUCTION**

- A. The Teaching Process:
1. Education and Related Concepts:
    - (a) Education (b) Curriculum (c) Learning and the learner
      - (i) The learner and biogenetic factors
      - (ii) Learning within a socio-cultural matrix
  2. The Teacher in the Classroom:
    - (a) The art and science of teaching
    - (b) Teaching as a process of communication
      - Use simple model of interpersonal communication
    - (c) Teaching as a product of complex decisions
      - Use the model of instruction decisions
- B. The Curriculum Process:
1. Aims, Goals and Objectives
    - (a) Objectives stated in behavioural terms
      - Knowledge, skills and attitude objectives
  2. Content Types:
    - (a) Facts (b) Concepts (c) Generalizations, Principles and Values (d) Skills
  3. Instructional Resources
  4. Methods and Strategies:
    - (a) Entry Level Assessment
    - (b) Teacher Exposition
    - (c) Giving Activity Instructions
    - (d) Enquiry Models
    - (e) Discussions
    - (f) Questioning
    - (g) Individualized Instruction
    - (h) Team Teaching
    - (i) Simulations, Games and Role Playing
    - (j) Field Trips and Community Studies
    - (k) Skills development
  5. Evaluation:
    - (a) Purpose (b) Types (c) Construction
  6. Practice Teaching and Related Concepts:
    - (a) Syllabus (b) Scheme of Work (c) Lesson Plan (d) Going out on teaching practice (e) Practice Teaching evaluation (f) Micro-teaching

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COURSES OUTLINE**

**SEC 320: INTRODUCTION TO LONG ESSAY**

1. Introduction
  - Educational research: Meaning, types and functions
  - Methods of resolving educational problems
  - Characteristics of scientific approach
2. Literature Review
  - Organizing review of literature
  - Library searching procedures
  - Some useful references using the current APA format
  - List of references in a research report
  - Surfing the internet
  - Citation within the text of a research report
3. Research Problems
  - How to state a research problem
  - Sources of educational research problems
  - Criteria for selecting a research problem
  - Types of research problem
4. Hypotheses
  - Criteria for a good hypothesis
  - Formulation of hypotheses for a viable research
  - Sources of hypothesis
  - Hypothesis testing
5. Methods of Collecting Information
  - Observations
  - Interviews
  - Questionnaires: Meaning, type and construction
  - Measurement Scales
6. Sampling Procedures
  - Sampling process
  - Types of sampling methods
7. Historical Research
  - Nature of historical research methods
  - Formulation of problem statement
  - Historical hypothesis
  - Source of data
  - Tools of historical research
  - Historical criticism of data
  - Writing historical research report
  - Evaluation of historical research
8. Descriptive Research
  - Nature of descriptive research methods
  - Methods of presentation
  - Types of descriptive research
  - Evaluation of descriptive research
  - Sources/collection of data procedures (methods)
  - Ethical and privacy issues in survey research
9. Experimental Research
  - Meaning and functions of experimental research
  - Types of variables
  - Experimentation in education
  - Experimental and control group
  - Internal and external validity
  - Experimental designs and quasi-experimental designs
  - Evaluation of experimental research
10. Analysis and Interpretation of Results
  - Coding and scoring

- Rearrangement, tabulation and graphical representation of data
  - Measures of central tendency (averages), dispersion and association
  - Hypothesis testing
  - Discussion of results with educational implications
11. Writing a Good Research Report
- Basic guidelines to the researcher author
  - Theses and long essays
  - Journal articles
12. Other relevant issues related to conduct and report of research works

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**COURSES OUTLINE**  
**SEC 300: ENGLISH TEACHING METHODS**

- A. Objectives of Teaching English Language in Nigeria:
  - Significance of English Language in Nigeria
  - Problems of teaching English Language and Literature in Nigerian schools
- B. Developing Curriculum in English and Literature for Nigerian Schools
  - Objective
  - Content
  - Methods
  - Evaluation
- C. Resources for Teaching English
  - Materials: Print, Non-print
  - Learning centers
- D. Teaching English Grammar
  - Nature of English Grammar
  - What Grammar to Teach
  - Approaches in Teaching Grammar
- E. Developing Oral-Aural Skills
  - Factors in listening – Comprehension
  - Techniques for training in listening – Comprehension
- F. Developing Reading Skills
  - Problem of reading
  - Training for reading skills
  - Reading skills
- G. Development Writing Skills
  - Types of written composition
  - Composition skills
  - Training for written composition skills
- H. Teaching Literature
  - Prose
  - Poetry
- I. Micro-Teaching Sessions will be arranged



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**COURSES OUTLINE**  
**SEC 302: FRENCH TEACHING METHODS**

1. Introduction
  - L'importance de la langue française au Nigeria
  - Les problèmes d'apprentissage du français au Nigeria
2. Les méthodes d'enseignement des langues vivantes
  - La méthode grammaire-traduction
  - La méthode audio-orale
  - La méthode audio-visuelle
  - La méthode directe
  - La méthode structurée
  - La méthode de communication
  - Les autres méthodes
3. Les phases de l'enseignement
  - La présentation
  - L'usage
  - La production
  - La révision
4. Le plan du cours
  - Comment écrire un plan?
5. L'enseignement et l'évaluation des aspects de la langue
  - La phonétique et la phonologie
  - La sémantique
  - La structure
6. L'enseignement et l'évaluation des quatre compétences
  - Entendre
  - Parler
  - Lire
  - Écrire

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**COURSES OUTLINE**

**SEC 304: FINE ARTS TEACHING METHODS**

1. Introduction to Art Education
2. Origin of Arts
3. Theories of Art
4. Theories of Communication
5. Factors that facilitate effective teaching of art in the school
6. Questioning Skill
7. Child's Art
8. Historical development of Arts in schools
9. Methods of Teaching
10. Planning of Art Curriculum
11. Motivation in Art Education
12. Evaluation in Art Education

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**COURSES OUTLINE**  
**SEC 306: HISTORY TEACHING METHODS**

Teaching History in Nigerian Secondary Schools

- History as a discipline
- Explanations in History
- Facts and Evidence in History
- Aims and Objectives of History Teaching
- Designing the History Syllabus
- Children's Thinking in History
- Classroom and Outside Activities in History
- Imagination in History teaching
- Lesson Preparation in History
- Evaluating the History Lesson



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**COURSES OUTLINE**  
**SEC 310: RELIGIOUS STUDIES TEACHING METHODS**

Domains of Teaching Objectives in Religious

- Cognitive
- Affective
- Psychomotor

How to Prepare for a Lesson on Religious

- Topics in secondary school religious syllabus
- Assessing learning outcome in religious studies



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**COURSES OUTLINE**  
**SEC 312: OGBON IKONI NI EDE YORUBA**

**Akoonu Koosi**

1. (i) Kinni ede?  
(ii) Oniruuru ede ti o wa  
(iii) Awon eka ede Yoruba
2. Oniruuru ogbon ikoni ti a maa n lo lati fi gbe kino ede yorubal kale
3. Ohun elo ikoni  
(i) Oniruuru ohun elo ikoni  
(ii) Iwulo ohun elo ikoni
4. Oniruuru isoro to dojuko kiko ede Yoruba
5. Ojuse oluko laarin awon akekoo re
6. Yiyawon iwe kika fun awon akekoo
7. Bi a ti se le fi ede yorubal ko awon ti kii se omo Yoruba

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**COURSES OUTLINE**  
**SEC 314: BIOLOGY TEACHING METHODS**

1. Aims and Objectives of teaching Biology in the secondary schools
2. Planning for and presenting a good Biology lesson
  - Writing a good lesson plan
  - Adopting a combination of instructional materials and methods
  - Getting materials for Biology teaching
  - Making instructions as practical as possible
3. Identifying various materials for Biology teaching
  - Preservation of materials (dead or living)
  - Improvising materials that are not available
4. Laboratory Practices
  - Laboratory setting
  - Laboratory safety/dangers
  - Laboratory precautions
5. Biology Topics in the Junior Secondary School Basic Science Syllabus
6. Concepts and Misconceptions in Biology with remedial actions
7. Assessing Students' Knowledge in Biology
8. Challenges and Prospects of Biology Education in Nigeria



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**COURSES OUTLINE**  
**SEC 316: CHEMISTRY TEACHING METHODS**

1. Aims and Objectives of Teaching Chemistry in the Secondary Schools
2. Topics in Secondary School Chemistry
  - Topics taught in the classroom
  - Topics taught in the laboratory
3. Chemistry Topics in the Junior Secondary School Basic Science Syllabus
4. Planning for and Presenting a Chemistry Lesson
  - Writing a good lesson plan
  - Adopting a combination of instructional materials and methods
  - Getting materials ready for a lesson
  - Making lessons as practical as possible
  - Improvisation in chemistry lesson
5. Laboratory Practices
  - Dos and Don'ts in the Chemistry laboratory
  - Dangers and safety devices in the laboratory
  - Precautions in the laboratory
6. Assessing Students' knowledge of Chemistry
7. Challenges and Prospects of Chemistry Education in Nigeria

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**COURSES OUTLINE**  
**SEC 318: MATHEMATICS TEACHING METHODS**

1. The Secondary School Mathematics Curriculum:
  - (a) Objectives and Programmes
  - (b) Issues and Problems
2. Psychological Theories and Mathematics Instruction
3. Means of Effective Instruction – Motivation and Method
4. Means of Effective Instruction – Planning and Materials for Instruction
5. Teaching Techniques – (Use Suggested Topics)
6. Evaluation of Instruction: Test Types and Techniques
7. Microteaching: Ideas from Journals and/or Classroom situation on Teaching Techniques
8. Microteaching: Selected Topics in secondary School Mathematics Curriculum should be used for the Microteaching
9. Professional Growth of Mathematics Teachers: Professional Organisations, Professional Journals, In-service courses etc.
10. Other Reports and Review

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**COURSES OUTLINE**  
**SEC 322: PHYSICS TEACHING METHODS**

1. Aims and Objectives of Teaching Physics in the Secondary Schools:
  - Application of Physics to everyday activities
2. Topics in the Secondary School Physics Syllabus:
  - Links between Physics and other sciences subject
  - Topics taught in the laboratory
  - Topics taught in the classroom
3. Physics Topics in the Junior Secondary School Integrated Science Syllabus
4. Planning for and Presenting a Physics Lesson
  - Writing a good lesson plan
  - Getting materials ready for a Physics lesson
  - Improvisation in Physics lesson
5. Laboratory Practices and Precautions
6. Current Issues and Problems in Secondary School Physics
7. Assessing Students' knowledge of Physics

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**COURSES OUTLINE**  
**SEC 324: ECONOMICS TEACHING METHODS**

1. Aims and Objectives of Teaching Economics in Secondary Schools
2. Definition and Explanation of Some Terms in Economics:
  - Wants
  - Means
  - Scarcity
  - Opportunity cost
  - Scale of preference
3. Teaching Economics with what operates in the Society
4. Elementary Methods of Collecting, Analyzing and Interpreting Economics Data
  - Measure of direct tendency (means, median, modes)
  - Measure of dispersion (range, standard deviation, variances)
5. Use of Audio-Visual Materials in Teaching Economics
6. Planning for and Presenting a good lesson in economics
7. Problems of Teaching Economics in Secondary Schools
8. Assessing Students' Knowledge of Economics

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**COURSES OUTLINE**  
**SEC 326: GEOGRAPHY TEACHING METHODS**

1. Aims and Objectives of Teaching Geography in Secondary Schools
2. Social Studies Approach to Geography Teaching
3. Other Approaches to geography Teaching:
  - Field work and outside visits
  - Role play and game simulation
4. Resources for Geography Teaching
5. Map Work in Schools:
  - Use of maps and pictures
6. Good Lesson Planning in Geography
7. Problems of Geography Teaching in Nigeria
8. Assessing Students' Knowledge of Geography

**SCHOOL OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES**  
**COURSES OUTLINE**  
**SEC 336: INTEGRATED SCIENCE/MATHEMATICS TEACHING METHODS**

1. Objectives and Programmes
2. Primary School Mathematics and Relevant Psychological Theories of Instruction
3. Planning and Materials for Instruction in Primary School Mathematics
4. Motivation and Methods of Instruction in Primary School Mathematics
5. Mathematics Teaching Techniques in the Primary School
6. Test Types and Techniques of Evaluation in Primary School Mathematics
7. Introduction to Microteaching Techniques:
  - Microteaching using relevant Primary School Mathematics Topics
8. Professional Growth of Primary School Mathematics Teachers

**SCHOOL OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES**  
**COURSES OUTLINE**  
**SEC 338: SOCIAL STUDIES TEACHING METHODS**

1. The Social Studies and the Social Sciences:
  - Definitions
  - Aims/Goals
  - Interrelationships
2. Planning and Teaching the Social Studies:
  - A decision making approach
  - Teaching as communication
3. Objectives
  - Stated in behavioural terms
  - Knowledge objectives
  - Skills objectives
  - Attitude objectives
4. Content Types
  - Facts
  - Concepts
  - Centralizations and principles values
  - Skills
5. Methods and Strategies
  - Entry-level assessment
  - Teacher exposition
  - Craving activity instructions
  - Enquiry models
  - Discussions
  - Questioning
  - Individualized instruction
  - Team teaching
  - Simulations, games and role-playing
  - Field trips and community
  - Skills development
6. Evaluation
  - Purposes
  - Types
  - Construction

**SCHOOL OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES**  
**COURSES OUTLINE**  
**SEC 401: LONG ESSAY**

1. Discussions on selected topics to make sure the students understand the implications of their respective topics.
2. Giving guides on the use of library materials e.g. text-books, journals and other resource materials.
3. Discussions of the difference between literature review and literature ethics
4. Supervision and critique of the research project chapter by chapter i.e. Introduction; Review of Literature; Methodology; Analysis and Interpretation of Results; Summary, Conclusion and Recommendations; References.
5. Assessment of the project before the binding to see that the recommended standards are achieved.



**SCHOOL OF EDUCATION**  
**DEPARTMENT OF SPECIAL EDUCATION AND CURRICULUM STUDIES**  
**COURSES OUTLINE**  
**SEC 402: EDUCATION AND THE HUMAN ENVIRONMENT**

1. The Nature of Education and its Relationship with the Environment
2. The Political, Cultural, Social and Economic contexts of education and environmental degradation, Rate of change, Linear and exponential growth, The j-shaped curve of human population growth, Effects of population growth on national development, Education and population control, Women education and national development.
3. Historical Background of Environmental Education
  - Traditional attitudes of Nigerians about the environment
  - Changing attitudes of Nigerians about the environment
4. Stockholding Conference (its declaration of principles and recommendations for its action), Belgrade charter – Problems, its guiding principles and its recommendations for the development of new ethics
5. The Ibillai Conference
6. The Nature, Forms and Causes of Environmental Pollution
  - Pollution
  - Erosion
  - Population explosion
  - Global warning
  - Depletion of ozone layer
  - Problems emanating from development in science and technology
7. Essential Knowledge about the Environmental Structure and Fictions of an Ecosystem, Energy Flow in the Ecosystem
8. Human Interrelationship in Natural Processes and its Consequences
9. Methodology of Environmental Education
  - Field work
  - Lecture
  - Problem solving
  - Enquiry method
10. Evaluating Human Impacts on the Environment
  - Evaluation strategies

**SCHOOL OF EDUCATION**  
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**COURSES OUTLINE**

**SEC 404: CURRICULUM EVALUATION**

1. The Nature of Curriculum Evaluation
  - Theory and practice in curriculum evaluation
  - Roles of curriculum evaluation
2. States of Curriculum Development and Evaluation
  - Determination of general educational practices
  - Aims and specification of major objectives
3. Evaluation at a Planning Stage
  - Try out and revision of educational materials and methods
  - The field-trial stage of curriculum evaluation
  - Evaluation of the stage of large-scale implementation of curriculum over time
4. Evaluation Instruments and Strategies
  - Expert judgment of evaluation data
  - Observational techniques
  - The use of tests and scales in curriculum evaluation
  - Teachers, parents and community as data sources
  - Collecting and analysing evaluation data
5. Accreditation and Quality Assurance in education System