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


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Consultation Hours: Thursdays 2.30-4p.m

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

Justification
The society is now concerned with what the teachers are teaching and what the students are learning. This is because of the poor performance of the students in examinations. It has now become imperative for the teachers to employ more improved Instructional strategies to be able to cope with the rapid explosion of knowledge the needs of the learners. This course, which is compulsory for all education students, is intended to ensure that the would-be teachers are well grounded in the art and science of teaching. This is to expose the education students who are the prospective teachers to pedagogical theories, practice and application of effective teaching of economics in the secondary schools. The course is designed to enhance the performance of education economics students to meet the needs of the learners and the society. In addition, exposure to the practice of classroom teaching will makes a potential teacher to be prepared for his or her professional calling.

Course Objectives
At the end of the course, it is expected that the students should be able to:
- make use of appropriate communication in the classroom required for effective teaching
- Assess the appropriateness, suitability and adequacy or otherwise of the secondary school certificate economics curriculum.
- Describe the guiding principles in the selection of textbooks and curriculum materials for the teaching of economics.
- Discuss and analyse the major curriculum innovations in the secondary school economics over the years.
- Discuss and analyse the instructional strategies in the secondary school economics.
- Discuss and analyse the experience in the previous peer teaching exercise.
- Analyse the problems and prospects of teaching economics at the secondary school level

**Course Requirements**
Students are expected to be actively involved in the classroom. Class attendance is mandatory and it will be taken at each lecture. Any student who does not meet 70% attendance would be disqualified to write examination. Each student would be subjected to class work and practice. In addition, students will be subjected to the end of course examination using Computer Based Test of 100 multiple choice items.

**Methods of Grading**

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<tr>
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<th>Class Attendance</th>
<th>70% attendance to qualify for end of semester examination</th>
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<td>2.</td>
<td>Class Assignment and practice</td>
<td>10</td>
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<td>3.</td>
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<td>4.</td>
<td>End of Session Examination</td>
<td>70</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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**Course Delivery Strategies**
Cooperative instructional strategies such as Jigsaw, Team-Games Tournament, project and discussion including lecture method would be employed. Students would be referred to some books where students will read topics ahead of the time of lessons. Students can be randomly called to explain what they have read about a topic. Power point presentation would be used mostly in lessons’ delivery. Opportunity for online discussion and interaction would be provided.

**Week One: Communication in the Classroom (2 hrs)**

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

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

**Review Questions**
1. Define communication in the classroom.
2. What are the processes of communication in the classroom?
3. List and explain 4 types of communication.
4. Explain what is meant by noise.
5. What are the major causes of noise in the classroom?
6. Suggest solutions to the problems

Reading List

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

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

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

**Study Questions**

Reading List

**Week Three: Economics Textbooks Selection.**

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

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

**Study Questions**
1. What are the criteria for the selection of economic textbooks.
2. Discuss the problems of economics textbooks.
3. Enumerate the importance of economics textbooks.

Reading List

Week Four: Selection and Utilisation of Instructional Materials (1.2 hrs.)

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

Topic Description
The students will identify and enumerate the material resources appropriate for teaching economics in the secondary schools. They would go through the advantages and limitations of using resources in teaching, the guiding principles in selecting resources like relevance, appropriateness, availability and adequacy.

Study Questions
1. List the material resources for the teaching economics at secondary school level.
2. What are the advantages of using resources in the teaching of economics?
3. Enumerate the challenges of material resources.

Reading List

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

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

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

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

Reading List

Week Six: Improvisation of Instructional Materials (2 hrs.).
Objective
This is to let the students learn and cultivate the habit of improvising instructional materials with the assistance of their pupils, using available materials ii the environment.

Topic Description
The students would be taught what improvisation means, the advantages of and disadvantages of improvisation. Materials that are available in the environment for improvisation, steps to take in improvising instructional materials.

Study Questions
1. What is Improvisation?
2. List some materials available in the environment useful for improvising instructional materials?
3. What are the advantages of improvisation?

Reading List

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

Objectives
This topic is to assist students to be able to discuss innovations in economics curriculum and instruction over time.
Topic Description
The students would be assisted to discuss the innovations witnessed in the economics curriculum such as change in the content, instructional materials, methodology, evaluation and the societal demand.

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

Reading List

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

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

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

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

Reading List

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

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

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

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

**Reading List**

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

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

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

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

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

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

Topic Description
Analysis of the experience in the peer teaching exercise.

Study Questions
1. Write the report of the previous peer teaching.

Reading List

Assignment: Students are to prepare for revision

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

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

Topic Description
Analysis of the experience in the peer teaching exercise.

Study Questions
1. Write the report of the previous peer teaching.

Reading List
Week Thirteen: Problems and Prospect of Teaching in Secondary Schools

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

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

Study Questions
1. Write the report of the previous peer teaching.

Reading List

Week Fourteen: Revision in preparation for Sessional Examination  (2 hrs.).

Objective
The topic is to review the previous topics by asking and answering questions.

Topic Description
Revision of the various topics through explanation, asking and answering of questions by either the teacher or the students. Allowing students to point out difficult topics and re-explaining.

Study Questions
1. Define communication in the classroom.
2. What are the processes of communication in the classroom?
3. List and explain 4 types of communication.
4. Explain what is meant by noise.
5. What are the major causes of noise in the classroom?
6. Suggest solutions to the problems
8. What are the criteria for the selection of economics textbooks.
9. Discuss the problems of economics textbooks.
10. Enumerate the importance of economics textbooks.
11. List the material resources for the teaching economics at secondary school level.
12. What are the advantages of using resources in the teaching of economics?
13. Enumerate the challenges of material resources.
14. What are the usefulness of a resource person.
15. The appointment and use of resource person consumes time. Do you agree? Give reasons.
16. What are the merits and demerits of the following strategies? 
debate, panel approach, devil’s advocate, buzz group, conferencing
17. What are their characteristics?

Reading List