

TEACHING METHODOLOGY *in* THE HUMANITIES



Edited by
'Raheem Adebayo Lawal

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R. Adebayo LAWAL, Ph.D.**

NOTES ON CONTRIBUTORS

1. **Sebutu S. ABDULGANIY (Ph.D.)** is an Islamic Studies Education lecturer in the Department of Arts Education, University of Ilorin.
2. **Musa S. ABDULLAHI (M.Ed.)** teaches Arabic Education in the Department of Arts Education, University of Ilorin.
3. **Ezekiel A. ABE (Ph.D.)**, a deceased Professor of Language Education, was a former Director of the Institute of Education, University of Ilorin.
4. **Zeinab A. ABUDU (M.A.)** is a lecturer in French Education in the Department of Arts Education, University of Ilorin.
5. **A. O. ABURIME (Ph.D.)** is a Comparative Education lecturer in the Department of Arts Education, University of Ilorin.
6. **Surajudeen O. ADEGBOYE (Ph.D.)** teaches Economics Education and Curriculum Studies in the Department of Social Sciences Education, University of Ilorin.
7. **Folakemi O. ADENIYI-EGBEOLA (Ph.D.)** a Senior Lecturer in English Education and Applied Linguistics is the Acting Head of the Department of Arts Education, University of Ilorin.
8. **Abdulrahman U. AJIDAGBA (Ph.D.)** is a Senior Lecturer in Islamic Studies Education in the Department of Arts Education, University of Ilorin, but currently on leave of absence with the Independent National Electoral Commission (INEC), Abuja.
9. **Surajudeen A. BADRU (M.Ed.)** teaches Yoruba Education in the Department of Arts Education, University of Ilorin.
10. **M. B. BELLO (Ph.D.)** is a Senior Lecturer in Social Studies Education in the Department of Social Sciences Education, University of Ilorin.
11. **Yekeen BELLO (Ph.D.)** is a Senior Lecturer in English Education and Applied Linguistics in the Department of Arts Education, University of Ilorin.
12. **Alice A. JEKAYINFA (Ph.D.)** is a retired Professor of Social Studies/History Education and former Head of the Department of Social Sciences Education, University of Ilorin.
13. **O. J. JEKAYINFA (M.Ed.)** teaches Comparative Education in the Department of Arts Education, University of Ilorin.
14. **M. A. LAWAL (Ph.D.)** teaches Arabic Education in the Department of Arts Education, University of Ilorin.
15. **R. Adebayo LAWAL (Ph.D.)** a Professor of English Education and Applied Linguistics in the Department of Arts Education, is a former HOD, Director of Institute of Education, Dean of the Faculty of Education and Deputy Vice-Chancellor (Academics) at University of Ilorin.
16. **Victoria O. ÒGÚNNÍRAN (M.Ed.)** teaches Yoruba Education in the Department of Arts Education, University of Ilorin.
17. **Oludare D. OJO (Ph.D.)** is a lecturer of Christian Religious Education in the Department of Arts Education, University of Ilorin.

- 18. A.G.A.S. OLADOSU (Ph.D.)** a retired Professor of Arabic Education is a former HOD, Director of Academic Planning and Director of the Centre for Ilorin Studies at University of Ilorin.
- 19. Stephen B. OLAJIDE (Ph.D.)** is a Reader in English Education and Applied Linguistics and a former Acting Head of the Department of Arts Education, University of Ilorin.
- 20. A. J. OLANIYI (M.Ed.)** teaches Philosophy of Education in the Department of Arts Education, University of Ilorin.
- 21. Kehinde S. OLOWOKERE (Ph.D.)** is a former lecturer of Christian Religious Education in the Department of Arts Education, University of Ilorin.
- 22. A. F. OYELADE (Ph.D.)** is a Senior Lecturer in Philosophy of Education and former Acting Head of the Department of Arts Education, University of Ilorin.
- 23. Abubakar SAIDU (Ph.D.)** teaches History and Policy of Education in the Department of Arts Education, University of Ilorin.
- 24. Afsat SANNI-SULEIMAN (Ph.D.)** is a Senior lecturer and Acting Head of the French Department, University of Ilorin.
- 25. Muraina YUSUF (Ph.D.)** teaches English at Al-Adabiyyatul Kamaliyyah Senior Secondary School, Ilorin.

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INTRODUCTION

The pedagogy often employed to transact Economics is archaic as it is based on axioms of the traditional school setting where teachers go into classrooms with answers only on "what am I going to teach today?" and not "What will my students learn today?" The focus of the classroom must be changed from the teacher to the learner to make Economics a more interesting subject where concepts are understood deeply so that they can be applied.

OBJECTIVES

At the end of this chapter, you should be able to:

1. explain the concept of "Method" in teaching;
2. list five factors influencing selection of methods in Economics;
3. outline any five methods of teaching Economics and also state any two advantages and defects of each method;
4. discuss six strategies for effective teaching and learning of Economics
5. define the term "Instructional Resources";
6. name five categories of teaching resources in Economics and also give two examples for each; and
7. mention two general strengths and weaknesses of Economics candidates in the WASSCE examinations.

METHODS FOR TEACHING ECONOMICS

Teaching methodology occupies a paramount position in the teaching/learning situation. It serves as a communication link between the teacher, students and subject matter (Yusuf, 2016). Clearly set objectives and a carefully arranged content are not likely to produce satisfactory result on the part of the students without adequate method. Methods are the means by which the learners are kept inspired in the teaching/ learning activities. Excellent academic performance by students is not only attainable but could also be sustained through teacher's methods of teaching.

Methods used by teachers are an integral part of the school curriculum; the teacher needs to know the effective methods to use to communicate with the students in order to achieve the set objectives. Hence, a method is a way of doing things or a position adopted to explain a subject-matter to a group of learners.

SELECTION OF APPROPRIATE TEACHING METHODS IN ECONOMICS

For successful and effective teaching of Economics at the Secondary School level, the age, experience and ability of the learners; and the resources at the disposal of a teacher, all influence the choice of methods. The effective use of time at the teacher's disposal and learners' needs are the crucial criteria the teacher should consider.

Methods are of different types depending on the topic the teacher wants to teach. There is a variety of teaching methods but below are some of the popular methods often used in teaching Economics at the secondary school level.

S/N	Method & Description	Strengths	Weaknesses
1.	Lecture Method- Oral presentation of factual information by the instructor	• Cheap to operate • Appropriate for adult group • Suitable for a large class • Wide coverage	• Not suitable for children • One-way communication • Students' passiveness

			Not suitable for skills acquisition
2.	Assignment Method- Students assigned to read certain texts and answer questions on them.	• Encourages individualised learning • It orients students to a topic • Identify individual differences • Increased coverage and saves time	• Evaluation problem likely • Requires careful planning • Produces non-standard
3.	Role Play Method/Demonstration Method- This involves playing the roles of characters or people in real life.	• Teaches manipulative procedures & trouble shooting • It minimises damages and waste • It saves time • Suitable for a large group	• It requires careful rehearsal • It requires special classroom arrangements
4.	Tutorial Method- The teacher works directly with the students.	• Individual difference easily established • Stimulates active participation • Permits adaptive instruction	• Requires competent instructors • Demands time and money
5.	Field Trip/Excursion Method- Provides outdoor experiences and observation from which the students learn	• First-hand knowledge is acquired • Students' interest is generated and sustained	• It is time-consuming • It could be expensive and disruptive
6.	Discussion Method- An interactive process involving the teacher and the students. It involves multiple flow of communication from the members of the class	• Increase students' interest and commitment • Develops imaginative solution to problems • Utilises students' knowledge and experience	• Requires highly experienced teachers • Intensive preparation is required. • It consumes more time and covers less content.

7.	Video-Conferencing/Teleconferrence/Visual collaboration- Allows people at two or more locations to communicate by simultaneous, two-way video and audio transmission	• Less experience	• It requires network services • Not convenient for a large group
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In planning for an effective lesson with the aim of using an effective method or technique, the teacher should understand the basic fact that most suitable techniques must be adopted with the method. The teacher should acknowledge the dimensions that tend to make a particular method effective. However, the eclectic approach is often recommended because it blends a number of methods together for effective teaching and learning.

STRATEGIES FOR EFFECTIVE TEACHING AND LEARNING ECONOMICS

The challenge of every teacher is to stimulate and nurture positive emotions through interesting and engaging teaching-learning activities. Learners exposed to interesting activities tend to stay focused on their learning. Learners exposed to multiple/eclectic teaching strategies are more likely to be interested in learning and participate actively in the learning process. Below are some of the ways of ensuring effective teaching and learning of Economics:

1. **Set Learning Outcomes-** Let your students have clear understanding of what they are expected to learn. This encourages them.
2. **Set Ground Rules-** Teachers of Economics must give clear instructions to their students as to what they are expected to do and how to go about it at specific times.
3. **Ensuring Adequate Preparation-** Teachers are to invest quality time in preparing and planning what to do, what to use, when to use it and how to use it. This stimulates students to learn effectively.
4. **Use Integrated Teaching Strategies-** To make students interested and active in their learning, there is need to incorporate different activities in your teaching, such as group work, exercises, debates and role playing.
5. **Set the Right Learning Tone-** Kick-start each lesson with an appropriate and exciting introduction.

RESOURCES FOR TEACHING ECONOMICS

Experience has shown in Nigeria that oral communication of ideas is grossly ineffective and inefficient in producing desired learning outcomes. Many factors have been observed to militate against the effective teaching and learning of Economics in the Secondary School. These include non-use of appropriate Instructional materials, poor methodology of teaching and lukewarm attitudes of teachers and students to the teaching and learning of Economics. Instructional resources are human and non-human resources that a resourceful teacher utilises in the teaching process to enhance learning and make it more interesting, interactive and exciting to all categories of learners (Obielodan, 2014).

There are various types of instructional resources available to be selected from and used to enhance the teaching of Economics. Figure 1 is a classification of resources available for teaching the subject.

S/N	Categories	Instructional Resources
1.	Audio	Radio, Tape Recorder, Cassette, Ear-phone, Gramophone, Microphone
2.	Audio- Visual Materials	Films, Television, Video system
3.	Projected Media/Electronic	Slides, Videos, Computers, Television
4.	Non-Projected Visuals a) Boards b) Pictorials Printed texts	Chalkboards, Bulletin boards Graph, White boards, Flip charts, Posters, Still pictures, Wall charts, Globes, Simulations and Games Books, Brochures, Charts, Handouts, Leaflets
5.	Realia	Animals, Artifacts, Real objects and tools
6.	Resource Persons a) Professionals b) Para- Professionals c) Non- Professionals	Teachers, Accountants, Drivers Medical Assistants, Laboratory Attendants, Clerks, Cleaners, Photographers, Printers, Plumbers
7.	Community Resources	Airports, Banks, Industries, Markets, Post offices, Parks
8.	ResourceCentres	Conferences, Seminars, Workshops, Libraries

Figure 1: A Classification of Instructment Resource (Adopted from Onasanya & A (2006)

It is to be noted that there is no single resource that can meet all curricular. Concerted effort must be made to make a right choice. Criteria to be considered in selecting appropriate instructional resources in Economics include relevance, motivation, sustainability, learner participation, objectives of the task, cost implications, age, safety, and capability of the learners.

EVALUATION OF ECONOMICS AT THE SENIOR SECONDARY SCHOOL (SSSCE) LEVEL

Senior Secondary School Certificate Examination (SSSCE) on Economics as conducted by the West African Examination Council (WAEC) has two papers - Paper 1 and Paper 2; both of which will be in a composite paper to be taken at one sitting.

Paper 1: consists of fifty multiple choice questions to be taken in 1 hour for 50 marks.

Paper 2: consists of eight essay-type questions in two sections: Sections A and B. Section A consists of two data response questions. Candidates will be required to answer four questions in all, choosing one question from Section A and any three questions from Section B. The paper shall last 2 hours for 80 marks.

With the WAEC's e-Learning initiative, students are equipped for better performance in future examinations. Students' performances on previous examinations are analysed with the secondary aim of detecting the weaknesses and proffer solutions for all concerned stakeholders. Below is the summary of the examiners' report (by WAEC) in the 2018/2019 diet:

Candidates' Weaknesses:

- i. Poor graphical analysis: A good number of candidates showed great deficiency in the application of graphical representation of Economic analysis. This resulted in poor performance in such questions;
- ii. The use of wrong terminologies: Some of the candidates failed to use the correct economic terminologies in providing answers to the questions attempted. This made it difficult for them to put forward their points which obviously resulted in poor scores; and
- iii. Failure to expatiate on points: A reasonable number of candidates only identified points but did not go further to explain their points.

Suggested Remedies to Weaknesses:

- i. Candidates need to pay more attention to graphic analysis in Economics. Teachers should emphasise this aspect in their teaching;
- ii. Candidates should acquaint themselves with the basic economic terms. These terms are necessary in their expressions when answering questions in Economics; and
- iii. Candidates should be encouraged by their teachers to always expatiate on their points as this is the only way they can earn good scores.

Candidates' Strengths:

Candidates showed great improvement in the definition and explanation of concepts.

CONCLUDING REMARKS

Teachers of Economics should be exposed to periodic in-service training so that they can be kept abreast of some of the changes and developments that take place in their field. Also, emphasis should be placed on the use of pictures, charts, diagrams, sketches and captions to enhance learning.

REVIEW QUESTIONS

1. Outline the factors influencing selection of methods in teaching Economics at the SSS level.
2. Describe the merits and demerits of lecture, discussion and assignment methods.
3. Discuss five strategies for effective teaching and learning of Economics.
4. Give any five main categories of teaching resources in Economics.
5. What are the factors affecting the choice of instructional resources in Economics?

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