**University of Management and Technology**

**Department of Education**

**School of Social Sciences and Humanities**

**Course Outline**

|  |  |
| --- | --- |
| Course Code | **ED 301** |
| Course Title | Teaching Methodologies and Practices |
| Resource Person(s) |  |
| Semester |  |
| Program | BS Education |
| Credit Hours | 3 |
| Duration | 16 weeks |
| Prerequisites | Nil  |
| Counselling Hours |  |

**Chairperson/Director signature………………………………….**

**Dean’s signature……………………………**

**Date………………………………………….**

**UMT Vision**

Our vision is Learning. It defines our existence, inspires all stakeholders associated with us, creates a powerful momentum inside, and responds to the challenges outside. It continues to evolve as present captures new realities and foresight unfolds new possibilities. All in an incessant attempt to help individuals and organizations discover their God-given potentials to achieve Ultimate Success actualizing the highest standards of efficiency, effectiveness, excellence, equity, trusteeship and sustainable development of global human society.

**UMT Mission**

Our mission is leading. We aspire to become a learning institution and evolve as the leading community for the purpose of integrated development of the society by actualizing strategic partnership with stakeholders, harnessing leadership, generating useful knowledge, fostering enduring values, and projecting sustainable technologies and practices.

**Dept. of Education Vision**

To become an internationally well-recognized research oriented platform for pre-service & in-service teacher education as well as leadership & management programs.

**Dept. of Education Mission**

Our mission is to contribute in developing knowledgeable, skilled and professional individuals who can contribute to the human development for a sustainable peaceful society for the present and future generations.

Program Educational Objectives

After completion of graduation, the graduates of the BS Education will be able to:

**PEO 1:** Apply the research based quality knowledge of core areas of education required for teaching, management, and learning to take a lead in competitive environment for an improved version of society based on equity and equality. **(Cognitive)**

**PEO 2:** effectively choose professional ethics, skills and competence to perform their job meeting the local and global standards to solve the problems **(Affective)**

**PEO 3:** lead the way in shaping and equipping students, schools and society for the future through creative problem-solving methods rooted in both modern and seminal educational theories and religious principles. **(Cognitive)**

**PEO 4:** effectively exhibit the hands-on skills of Information Communication Technology (ICT) in their classroom teaching and professional development through learning communities. **(Psychomotor)**

Program Learning Outcomes

After successful completion of the program, the graduates will be able to:

|  |  |  |
| --- | --- | --- |
| PLO # | PLO Title | Description  |
| 1 | Subject Matter Knowledge | Evaluate the existing curriculum, content, theories, and practices related to education in local and global perspective to apply in their context. |
| 2 | Human Growth and Development | Relate teaching-learning with real-life examples considering the physical, psychological, social, and moral development of students to develop critical and creative thinking among students. |
| 3 | Knowledge of Ethical Values/social life skills | Exhibit the understanding of Islamic/Religious, ethical and professional values in their professional and social life to promote equity and equality for learning and development of the students’.  |
| 4 | Instructional Planning and Strategies | Apply and utilize academic planning skills in their specialized areas and content areas to improve students’ learning considering multiple factor e.g. content, curriculum, community, educational theories. |
| 5 | Students’ Assessment | Evaluate, select, and develop assessment strategies/tools/tests appropriate to measure students’ learning, considering curriculum requirements and learning objectives to improve both students’ and their own performance. |
| 6 | Learning Environment | Create a safe, conducive and inclusive learning environment supported by educational theories in the context of local and global needs and standards.  |
| 7 | Effective Communication, and use of Information and Communication Technologies | Use appropriate and effective academic communication skills and Integrate ICT and emerging technologies in their teaching. |
| 8 | Collaboration and Partnership | Improve teaching-learning scenario by developing relationship with colleagues, parents, community and local as well as global platforms/organizations. |
| 9 | Continuous Professional Development and Code of Conduct | Meet the required standards of professional and academic integrity by pursuing and searching opportunities for their professional growth and development. |
| 10 | Teaching of English as FL/SL | Teach English effectively in different contexts by using their knowledge of ELT pedagogy |

**Course Description**

This course is an introduction to teaching methods used in schools. Teaching methods are often divided into three broad categories: teacher-centered methods, content centered and learner-centered methods. An effective teacher knows several methods, some teacher-directed and others learner-directed. From among these methods, a teacher selects the one method or combination of methods most likely to achieve a particular lesson’s objectives with a particular group of students. Because teaching and learning interact, a course about teaching must also be about learning. The content and structure of the course is based on two strong claims about learning. First, learning results from what a student already knows, thinks, and does – and only from these actions of the student’s mind A teacher enables students to learn by influencing what the student does to learn but the student has to do it. Second, as students progress through school they should learn to become their own teachers. That is, students should learn how to learn using their teachers as models. This course introduces also a variety of teaching methods used in classrooms. It covers topics like lesson planning, traditional and modern teaching approaches, passive and active teaching methods, and using instructional aids to make teaching more effective. The course objectives are to explain teaching concepts, describe lesson planning and different teaching methods, organize classroom discussions, select appropriate visual aids, apply teaching skills, and select teaching materials. Students will be evaluated through mid-term and final exams

**Course Learning Outcomes:**

After the successful completion of the course, the graduates will be able to:

By the completion of this course, Student Teachers will be able to:

1. Appreciate the positive student-teacher relationship in learning. A2
2. Rationally choose and use audio-visual (ICT) aids in lesson plan P3
3. Teach using suitable methods of teaching. C5
4. Develop Classroom tests and oral questions. C5
5. Manage classroom during teaching. C3

**Teaching Methodology:**

The course will be taught using various techniques and modes including model lessons, lectures, discussions, reading & writing assignments, presentations, group work, and micro teaching.

**Grade Evaluation Criteria**

Following are the criteria for the distribution of marks to evaluate the final grade in a semester. This is a tentative distribution, which may vary as per directions from the competent authority of UMT.

|  |  |
| --- | --- |
| **Components** | **Marks in Percentage** |
| Reading Assignments and class activities  | 10% |
| Quizzes | 10% |
| Mid Term Exam | 25% |
| Project + presentation  | 15% |
| Final Exam | 40% |
| Total | 100% |

**Recommended Text Books:**

National Open University Nigeria. (2014) GENERAL TEACHING METHODS. National Open University of Nigeria

**Recommended Reference Books:**

PROCTOR, J. (2023). TEACHING METHODS & PRACTICES. open Library resource.

Virtual University of Pakistan. (2021). General Methods of Teaching. UV

**Internet Resources**

<https://genrica.com/vustuff/EDU301/EDU301_handouts_1_45.pdf>

https://onlinedegrees.sandiego.edu/complete-list-teaching-methods/

Students will get enrolled in coursera

**Course Calendar**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Week** | **Topics** | **Reference Chapter(s)** | **Activities and Tasks** | **CLOs** |
|  | The Teacher and the Child | Nigeria 1Proctor page pgs 5-20 | Lecture, Discussion  | 1 |
|  | Understanding Learners | Nigeria 2Proctor pg. 5-20 | Discussion, reading | 1 |
|  | Formal Preparatory Activities of the Teacher | Nigeria 3 | Quiz, lecture | 1 |
|  | Use of Audio-Visual Aids | Nigeria 4 | Assignment  | 2 |
|  | Lesson planning  | Nigeria M2, Unit 1 | Sample lesson plans | 2 |
|  | General Teaching Method I | Nigeria M2, Unit 2 | Discussion, videos | 3 |
|  | General Teaching Method II | Nigeria M2, Unit 2 | Discussion, videos | 3 |
|  | General Teaching Method III | Nigeria M2, Unit 3 | Discussion, videos | 3 |
|  | **Midterm**  |  |  |  |
|  | General Teaching Method IV | Nigeria M2, Unit 3 | Discussion, videos | 3 |
|  | Questions and Questioning Techniques | Nigeria M3, Unit 1 | Lecture, discussion | 4 |
|  | Questions and Answers in the Classroom | Nigeria M3, Unit 2 | Lecture, discussion | 4 |
|  | Classroom Tests  | Nigeria M3, Unit 3 | Sample tests, reading | 4 |
|  | Marking and Assignments | Nigeria M3, Unit 4 | Sample assignments marking | 4 |
|  | Managing student behavior during Teaching  | Module 4, Unit 1,2,3 | Discussion  | 5 |
|  | Project/Micro Teaching  | NA |  | 3 |
|  | Project/Micro Teaching | NA |  | 3 |

**Mapping of CLOs to Direct Assessments**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **CLOs▼** | Quiz 1 | Quiz 2 | Project | Assignment | Presentation | Class Activity | Mid Exam | Final Exam |
| 1 | ✔ |  |  |  |  | ✔ | ✔ |  |
| 2 |  | ✔ |  |  | ✔ |  | ✔ |  |
| 3 |  |  |  |  |  |  |  | ✔ |
| 4 |  | ✔ | ✔ |  |  |  |  | ✔ |
| 5 |  |  | ✔ | ✔ | ✔ |  |  | ✔ |

**Mapping of CLOs to Program Learning Outcomes (PLOs):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| PLOs  | CLO 1 | CLO 2 | CLO 3 | CLO 4 | CLO5 |
| PLO 1: Subject matter knowledge |  |  | ✔ |  |  |
| PLO 2: Human Growth and Development- |  |  |  |  | ✔ |
| PLO 3: Knowledge of Professional and Ethical Values | ✔ |  |  |  |  |
| PLO 4: Instructional Planning and Strategies |  | ✔ |  |  |  |
| PLO 5: Students’ Assessment |  |  |  | ✔ |  |
| PLO 6: Learning Environment |  |  |  |  |  |
| PLO 7: Effective Use of Information and Communication Technologies |  | ✔ |  |  |  |
| PLO 8: Collaboration and Partnership |  |  | ✔ |  |  |
| PLO 9: Continuous Professional Development and Code of Conduct | ✔ |  |  |  |  |
| PLO 10: Teaching of English  |  |  | ✔ |  |  |