**UNIVERSITY OF NIGERIA, NSUKKA**

**FACULTY OF**

**VOCATION AND TECHNICAL EDUCATION**

**DEPARTMENT OF**

**COMPUTER AND ROBOTICS EDUCATION**

**AN ASSIGNMENT SUBMITTED IN PARTIAL FULFILLMENT OF**

**THE REQUIREMENT FOR THE COURSE: VTE203**

**(CURRICULUM DEVELOPMENT IN VOCATION EDUCATION)**

**BY:**

**EZEILO FESTUS CHIGOZIE**

**2017/245885**

**LECTURER:**

**DR. T.**

**MARCH, 2019**

1. Differentiate Between A Unit Plan And Lesson Plan, Using Example From Your Area Of Study

**A Unit Plan**

A unit consists of many lessons and takes a longer time period; for example, a semester. (**Eg.** A first term plan of lessons for JSS2 computer science students).

Planning a unit is thus a longer process compared to planning a lesson. This is usually undertaken by a sectional head or head of the department. But it involves discussion with teachers.

A unit plan is also important to show the main goals of a study unit and how lessons, evaluations and practical sessions connect to achieve the unit goals. Hence, unit plans are often used for discussions for syllabus reviews as well to explain the skills and knowledge students are expected to acquire towards the end. A unit plan usually consists of

* vision/unit goals
* unit content in detail
* time allocated for the completion of each stage
* how lessons/stages are designed to realize these goals collectively
* pre and post-tests
* Cross-curricular connections, etc.

**A lesson plan**

A lesson plan is usually prepared by the teacher who conducts a lesson for students to make sure a lesson meets its objectives and learning takes place effectively. (**Eg.** A 40mins lesson plan on the **topic:** **keyboarding** for JSS2 computer science students.)

A lesson plan includes lesson objectives, anticipated problems from students, time allocation for each task within the lesson, activity types, and interactions that take place during activities such as student-student, teacher–student, and material that will be used for the lesson, etc. Apart from these, a lesson plan may also include personal aims that focus on personal development of the teacher.

Furthermore, a well-planned lesson may have a board plan that is to be displayed in the class for students to record. Thus, it is clear that a lesson plan paves the way for the teacher who conducts the lesson to be well organized beforehand.

A lesson plan ensures that lesson objectives are met and learning takes place effectively in the class. Furthermore, a lesson plan should eventually be connected to the goals of the unit.

1. Discuss Any Five Teaching Methods In Your Field Of Study. Stating The Advantage And Disadvantages Of Each Method Stated. What Is The Rationale For Using Each Of The Method Stated Above.

A teaching method comprises the principles and methods used by teachers to enable student learning. These strategies are determined partly on subject matter to be taught and partly by the nature of the learner. For a particular teaching method to be appropriate and efficient it has to be in relation with the characteristic of the learner and the type of learning it is supposed to bring about. The teaching methods include:

1. **The Authority, Or Lecture Style**

The authority model is teacher-centered and frequently entails lengthy lecture sessions or one-way presentations. Students are expected to take notes or absorb information.

**Pros**: This style is acceptable for certain higher-education disciplines and auditorium settings with large groups of students. The pure lecture style is most suitable for subjects like history, which necessitate memorization of key facts, dates, names, etc.

**Cons**: It’s a questionable model for teaching children because there is little or no interaction with the teacher. Plus it can get a little snooze-y. That’s why it’s a better approach for older, more mature students.

1. **The Demonstrator, Or Coach Style**

The demonstrator retains the formal authority role by showing students what they need to know. The demonstrator is a lot like the lecturer, but their lessons include multimedia presentations, activities, and demonstrations. (Think: Math. Science. Music.)

**Pros**: This style gives teachers opportunities to incorporate a variety of formats including lectures and multimedia presentations.

**Cons**: Although it’s well-suited for teaching mathematics, music, physical education, or arts and crafts, it is difficult to accommodate students’ individual needs in larger classrooms.

1. **The Facilitator, Or Activity Style**

Facilitators promote self-learning and help students develop critical thinking skills and retain knowledge that leads to self-actualization.

**Pros**: This style trains students to ask questions and helps develop skills to find answers and solutions through exploration; it is ideal for teaching science and similar subjects.

**Cons**: Challenges teacher to interact with students and prompt them toward discovery rather than lecturing facts and testing knowledge through memorization. So it’s a bit harder to measure success in tangible terms.

1. **The Delegator, Or Group Style**

The delegator style is best suited for curricula that require lab activities, such as chemistry and biology, or subjects that warrant peer feedback, like debate and creative writing.

**Pros**: Guided discovery and inquiry-based learning place the teacher in an observer role that inspires students by working in tandem toward common goals.

**Cons**: Considered a modern style of teaching, it is sometimes criticized as eroding teacher authority. As a delegator, the teacher acts more as a consultant rather than the traditional authority figure.

1. **The Hybrid, Or Blended Style**

Hybrid, or blended style, follows an integrated approach to teaching that blends the teacher’s personality and interests with students’ needs and curriculum-appropriate methods.

**Pros**: Inclusive! And it enables teachers to tailor their styles to student needs and appropriate subject matter.

**Cons**: Hybrid style runs the risk of trying to be too many things to all students, prompting teachers to spread themselves too thin and dilute learning.

1. Explain 5 Teaching Techniques A Teacher Can Use In Delivering His Lessons. Give Conditions For Using Each Technique Explained.
2. **Questioning**:

This is when the teacher asks the students in the class a question on what has being taught, these is used to know if the students are following up on the lesson and to what extent they understand the topic.

**Condition:** when students are not actively playing attention to the lesson.

1. **Use of example:**

The teacher uses an example of which the students can relate to. Doing these help increase understanding of the lesson topic.

**Condition:** when students are not able to understand the concept of the topic being taught.

1. **Re-enforcement:**

This is when the teacher uses some form of appraisal or condemnation, in order to approve or disapprove a student’s behavior during a lesson period.

**Condition:** when a student does something that requires the teacher’s approval or disapproval.

1. **Set-induction:**

This is done to capture or re-capture the attention of the students either before, during or after the lesson period. This is used to refresh the student’s mind on the topic of the lesson.

**Condition:** when the students have lost attention of the lesson or are tired of the lesson.

1. **Verbal communication:**

The teacher uses verbal communication in teaching and introducing the topic to the student. There can also involve a form of discuss class where the teacher and the student interact on verbal level of communication.

**Condition:** when the teacher wants to teach, and during discussion classes

1. Choose A Topic In Your Field Of Study And Develop A Lesson Plan For Teaching JSS2 Students. **Steps:**

* Entry Behavior
* Set Induction
* Instructional Material
* Instructional Procedures
* Evaluation
* Summary/Closure

LESSON PLAN FOR COMPUTER SCIENCE JSS2

**Subject**: Computer Science

**Class**: JSS 2

**Duration**: 40 minutes

**Date** 25 March 2014

**Age:** 12 years and above

**Topic:** Electronic Spreadsheet (Microsoft Excel)

**Specific** **objectives:** at end of the lesson, the students should be able to do the following:

1. Explain what electronic spreadsheet (Microsoft Excel) is

2. Discuss the general features of spreadsheets

3. How to use the formula in Microsoft Excel

4. Discuss functions and recalculation in the Microsoft Excel environment

5. Draw the Microsoft Excel environment

**Instruction Materials**: Chalk, board, laptop and a chart showing Microsoft excel environment

**Instructional Techniques/Procedures**: Observation, explanatory discussion, demonstration, question and answers

**Entry behavior**: The students have learned about the internet in the previous lesson.

**Set induction**: Introduction of the topic to the students starting from the known to unknown.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Content development** | **Teacher activities** | **Students activities** | **Instructional method** |
| 1 | Meaning of  electronic spreadsheet | The teacher explains the meaning of spreadsheet thus electronic spreadsheet are simply computer software that allows users to create tables and financial schedules and reports by entering data and formula into cells formed by the intersection of rows and columns on a display screen. | The students listen as the teacher explain the meaning of electronic. | Explanatory |
| 2 | The generate features of spreadsheets | The teacher discusses the general features of electronics spreadsheet: thus (1) columns rows and labels: A column is made up of a series of boxes arranged vertically in a workbook. A row consists of a series of boxes arranged horizontally in a workbook. (2) cell, cell address, values: a cell is formed at the intersection of each column row cell address is the references name or identifier for a particular cell. | The students watch the teacher as he demonstrates using a laptop. | Demonstration teacher guided. |
| 3 | How to use the formula in Microsoft | The teacher explains how to use formulas in Microsoft Excel: thus formulas are instructions for calculations eg in Ms excel, the formula = Sum (A2: A20)” means “Sum (Add) all the numbers in the cells A2 through A20. | The students watch the teacher as he demonstrates and they participate in the discussion. | Demonstration teacher guide. |
| 4 | Discuss the functions and recalculation in Ms. excel. | The teacher discusses the function and recalculation in Microsoft excel: thus functions are an inbuilt formula to perform common calculations. For instance, a function can be used to compute the average of a range of numbers or to count the occurrence of any specific entry on the worksheet or workbook. With this recalculation feature, the waste of man-hour trying to re-compute an entire worksheet due to change in one value became a thing of past. | The students participate in the discussion and watch the teacher write an example on the board. | Discussion teachers guided. |
| 5 | Draws the Microsoft excel on the chalkboard. | The teacher draws the Microsoft Excel environment on the chalkboard, using the chart showing the Microsoft Excel environment. | The student watch and observe the teacher drawing Ms. excel environment. | Observation teacher guided. |
|  | Summary | The teacher summaries the lesson by revising the lesson from the beginning. | The student contributes to the discussion as the teacher summaries. | Discussion teacher guided. |
|  | Evaluation | Teacher evaluates the students based on the lesson thus what is spreadsheet? What are the features of Ms excel? = Sum (A2: A10)” means what? | The student listen and answer the question. | Questioning and answering |
|  | Assignment | The teacher copies the assignment on the chalkboard draw a Microsoft Excel environment. |  |  |