



NATIONAL OPEN UNIVERSITY OF NIGERIA
14-16 AHMADU BELLO WAY, VICTORIA ISLAND LAGOS
SCHOOL OF EDUCATION
SEPTEMBER/OCTOBER 2015 EXAMINATION

COURSE CODE: EDU 752

COURSE TITLE: Chemistry Methods.

Time Allowed: 2HOURS

Instructions: Answer question 1, and any other two questions.

1. a. How would you define science so it can be acceptable to a scholar in Addis Ababa, Ethiopia as well as a scholar in Lagos, Nigeria or Accra, Ghana? In your opinion, what informed the acceptability amongst the scholars? (10 Marks)
- b. The teaching of chemistry can be made to be culturally relevant to a student's background, discuss? (10 Marks)
- c. Draw a parallel between the views of the following philosophers.
(i) Thomas Kuhn
(ii) Karl Popper. (10 Marks)
2. a. A scientifically literate Nigeria is an unquestionable quest for the attainment of the 21st century developmental goals, briefly discuss. (10 Marks)
- b. Rationalise the assertion that science education devoid of knowledge of science, technology and society cannot find acceptability amongst the scientifically literate community. (10 Marks)
3. a. Write short notes on the following teaching method
i. Inquiry method (6 Marks).
ii. Team teaching method (6 Marks).
- b. List two advantages of each of the methods listed above. (4 Marks)
- c. Identify and explain the various components of a lesson plan. (4 Marks)
4. a. What is the benefit(s) of improvisation in the attainment of the general goals of science education in Nigeria. (10 Marks)

- b. i. Explain Robert Gagne and David Ausubel's theories of learning. (5 Marks)
- ii. What are the implications of each of these theories of learning to science education. (5 Marks)