



**NATIONAL OPEN UNIVERSITY OF NIGERIA  
14-16 AHMADU BELLO WAY, VICTORIA ISLAND, LAGOS  
SCHOOL OF MANAGEMENT SCIENCES  
JANUARY/FEBRUARY 2013 EXAMINATION**

**COURSE CODE: EDU 752 (2 Units)**  
**COURSE TITLE: CHEMISTRY METHODS**  
**TIME: 2 HOURS**  
**INSTRUCTION: ANSWER ANY FOUR QUESTIONS. EACH QUESTION CARRIES EQUAL MARKS.**

1. (a) Briefly discuss SIX accepted basic principles that could help science teachers to impact scientific knowledge on students.  
(b) (i) Differentiate between scientific inductive and deductive reasoning.  
(ii) List three African superstitious beliefs that hinder students' understanding of Science
2. (a) Teaching of science in Nigerian schools is to impact values of Science in students, explain FIVE of such values.  
(b) (i) Enumerate FIVE reasons why the teaching of science was delay in Nigerian schools  
(ii) Define the terms: Hypothesis, Law and Theory.
3. (a) As a chemistry teacher, briefly discuss EIGHT teaching methods you could adopt to foster effective learning of chemistry.  
(b) List EIGHT main components of a comprehensive lesson note that could be used to teach chemistry.
4. (a) Classroom management could motivate students to learn or discourage them from learning. Discuss SIX chemistry teachers' techniques for proper classroom management  
(b) (i) What is improvisation?  
(ii) List SIX factors of assessing the appropriateness of an improvised chemistry material.  
(iii) What devise could use in place of the following during a chemistry practical class if they are not available:  
Beakers, Stirring rod, Bunsen burner and Indicator.