



**IMPROVING TEACHING AND LEARNING IN
UNIVERSITY EDUCATION WITH PARTICULAR
REFERENCE TO BAYERO UNIVERSITY, KANO**

Professor Danjuma Abubakar Maiwada
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Department of Education
Bayero University
Kano

July 29, 2000

Bayero University, Kano, Inaugural Lecture Series

No. 3



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D. A. Maiwada
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SUMMARY OF PRESENTER'S BIO-DATA

1. PERSONAL

Name: Danjuma Abubakar Maiwada
Date of Birth: September 23, 1951
Place of Birth: Katsina, Katsina State
Nationality: Nigerian
Marital Status: Married with children

2. POST-PRIMARY EDUCATION WITH QUALIFICATIONS OBTAINED

Bayero University, Kano	1979 – 1983	Ph. D.
Institute of Education, U. London	1978 – 1979	Link ended
Bayero University College/BUK	1976 – 1977	M. Ed.
Ahmadu Bello University/ABC, Kano	1972 – 1975	B. A. (Ed.) 2/1
Kufena College, Zaria Sixth Form	1969 – 1970	H. S. C.
Government Sec. School, Katsina	1964 – 1968	W. A. S. C.

3. WORKING EXPERIENCE SINCE FIRST DEGREE

Dean, Postgraduate School
Professor of Education Oct. 1, 1994
Visiting Assoc. Professor, Ahfad University, Omdurman, Sudan 1993/94
Reader/Assoc. Professor Oct. 1, 1991 – Sept. 30, 1994
Senior Lecturer Oct. 1, 1986 – Sept. 30, 1991
Lecturer I Oct. 1, 1983 – Sept. 30, 1986
Lecturer II Oct. 1, 1980 – Sept. 30, 1983
Assistant Lecturer Oct. 1, 1977 – Sept. 30, 1980
Graduate Assistant August 1976 – Sept. 30, 1977
NYSC Teacher, Ahmadiyya Grammar School, Ogbagi, Ondo, 1975/76

Professor D. A. Maiwada has served as the pioneer Head of the Department of Adult Education, BUK and coordinated the formulation of curricula for a number of programmes in the Faculty of Education of the University. He has served on many university and community committees and is currently the Dean of the Postgraduate School and a member of the Governing Council of the University.

1. INTRODUCTION

Higher education in Nigerian in the second half of the last century made significant strides especially in terms of expansion of its provisions as evidenced by increase in the number of institutions of learning. Today, there are over 35 universities in Nigeria (21 of them belonging to the Federal government), 66 colleges of education and 38 polytechnics. In some respects the quality of education has also improved if we are talking in terms of advancement in the frontiers of knowledge as reflected in the physical sciences, medical sciences and the application of computer. Even in religious education we have noticed a marked improvement in the learning of the Holy Quran as exemplified by correct intonation, in the recitation of the Holy Quran (Tajwid), In other respects, however, particularly in respect of the teaching-learning process, there is a lot that is desired in order to improve on its quality. It is well known that the teaching-learning process is the basic ingredient of university education, although research and dissemination of knowledge are also integral aspects of it. While research is easily quantified and assessed through published articles, research reports or books, the teaching-learning process in the universities in Nigeria has remained without any assessment in terms of the qualities of the lectures given. In other words, lecturing in the Nigerian universities, particularly at Bayero University, Kano, is not evaluated. No one bothers to find out how the lectures are conducted, what is their quality and what is the degree of preparedness of the lecturer as well as the students? Another important issue is whether lecturers in Nigerian universities are professional teachers who are conversant with the state of the art in teaching. In other words, do lecturers in Nigerian universities have a background knowledge and skill in the methodology of teaching? How many of them practice what they know? In this paper an attempt is being made to find answers to these questions.

2. THE CONTEXT OF THE STUDY: THE IMPACTING FACTORS

It is pertinent to place lecturing in the context of the total teaching-learning situation so that from the onset it is clear that there are certain factors that affect the teaching-learning process. Four groups of factors interact to affect the process. They are: (i) Home factors (ii) Learner factors, (iii) School factors and (iv) Situational factors. This point is illustrated Figure 1.

2.1 Home Factors

These include socioeconomic status of parents, their attitude to education, the support and encouragement they give to the child, their type of parenting whether loving and caring or rejecting and the general atmosphere of the home whether calm or turbulent.

2.2 Learner Factors

The learner's factors include maturational and experiential readiness of the learner, in other words, the growing-up factor and the level of experiences that the child has had. Among other learner factors are intelligence (which affects the rate of learning) and self-concept which predisposes the individual to behave or perform in a certain way, that is, how the individual estimates himself is an important determinant of what he can or cannot do.

2.3 School Factors

These include personality of the teachers, their qualification and experience, facilities in the school such as library, well-ventilated and comfortable classrooms, laboratories and workshops, school administration and the general atmosphere of the school whether nice and inviting or deterring.

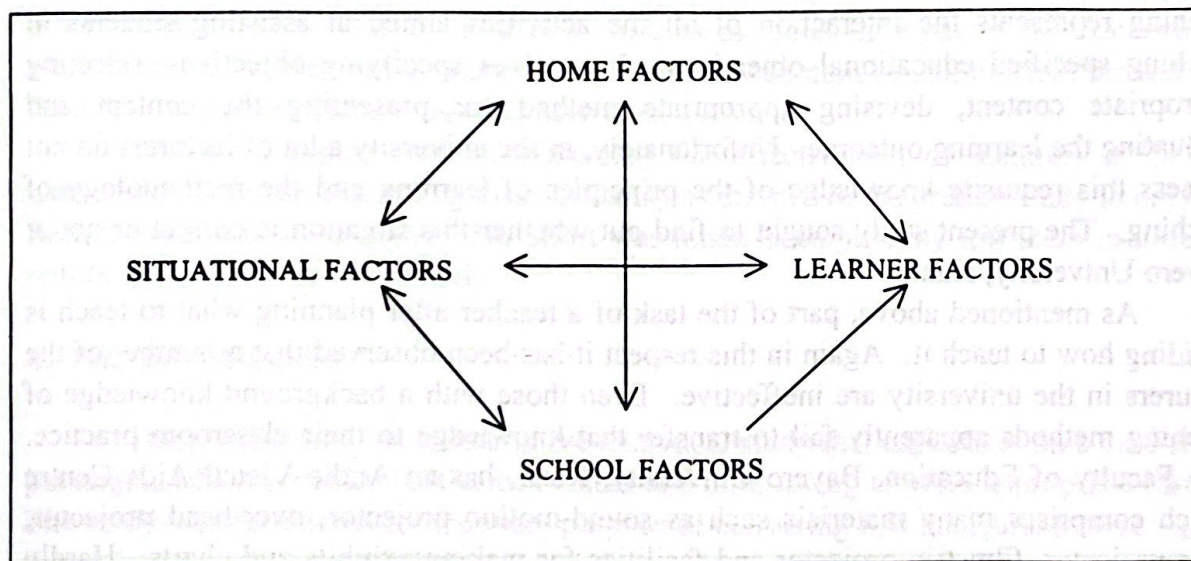


FIGURE 1: FACTORS WHICH AFFECT TEACHING-LEARNING

2.4 Situational Factors

The situational factors consist of the aims and goals of the society for education, economic conditions prevailing in the society and the general conditions existing at the time of learning such as being free from interference like a strike or industrial strife.

It should be understood that the interactional effect of these factors may be positive (that is, facilitating) or negative (that is, impeding). It should also be made clear that some of the factors discussed above are more pervasive at a certain level of education than at another level. For example, one expects that at university level there is low need for extrinsic motivation of the learner compared to the primary school level where there is a high need for it. Conversely a lecturer's state of the arts in teaching has more influence on teaching-learning than that of a primary school teacher because of the National Policy on Education's attempt to professionalize teaching at that level by stipulating N.C.E. as

the minimum teaching qualification. In any case this analysis of factors that affect the teaching-learning process provides the theoretical context of the present study within which the teaching-learning process in a Nigerian University is evaluated with a view to suggesting improvements.

3. THE STUDY

This study attempts to evaluate specific aspects of the teaching-learning process at the Bayero University, Kano, which shares common experiences in this regard with several other Nigerian universities. The study mainly focuses on the teacher factors affecting the process in the university. The most important task of any lecturer is to plan what to teach, how to teach it and how to evaluate the outcome of teaching. But it is surprising that this task is taken for granted in the university system. For one thing, this task requires a good knowledge of principles of learning apart from content knowledge. Secondly, it requires an equally good knowledge of the methodology of teaching. In fact, teaching represents the interaction of all the activities aimed at assisting students in reaching specified educational objectives. It involves specifying objectives, selecting appropriate content, devising appropriate method for presenting the content and evaluating the learning outcome. Unfortunately, in the university a lot of lecturers do not possess this requisite knowledge of the principles of learning and the methodology of teaching. The present study sought to find out whether this situation is correct or not at Bayero University, Kano.

As mentioned above, part of the task of a teacher after planning what to teach is deciding how to teach it. Again in this respect it has been observed that a number of the lecturers in the university are ineffective. Even those with a background knowledge of teaching methods apparently fail to transfer that knowledge to their classroom practice. The Faculty of Education, Bayero University, Kano, has an Audio-Visual Aids Centre which comprises many materials such as sound-motion projector, over-head projector, slide projector, filmstrip projector and facilities for making exhibits and charts. Hardly are any of these teaching materials used by lecturers in the Faculty. There is no doubt that the teaching-learning process is made more effective through the use of Audio-visual materials. They heighten motivation for learning due to their generation of interest and the provision of freshness and variety which reduce boredom and fatigue. They make the subject matter clear and appealing to students of diversified backgrounds and varying abilities. They encourage active participation in the learning process through involvement of students in a variety of experiences such as field trips, simulations, drama, exhibits and demonstrations. They lessen the teacher's continued talking or verbalism.

With regards to the third aspect of teaching, that is, evaluation of the learning outcome, some lecturers are also found wanting especially in the areas of writing suitable questions and a marking scheme. This is clearly a reflection of their lack of a background knowledge of methodology of teaching as mentioned above. One of the central aims of examination is to ascertain the level of attainment reached by candidates. In this way, it is possible for individual candidates to know their strengths and weaknesses. On the part of the teacher, examination results provide the basis for evaluating the effectiveness and

efficiency of his teaching. At Bayero University, Kano, it is not uncommon to hear that Lecturer X is considered highly knowledgeable simply because most of the candidates have failed the examination on his course. Is this not ironical! The validity of any examination is that it provides a distribution of marks which correctly reflects the distribution of abilities in the group tested. In so far as the examination does this, it is considered to be a good examination otherwise it is a poor examination. Psychometricians are agreed that a valid examination is one which successfully measures what it is designed to measure. It is well considered that abilities are normally distributed in the population from which a sample group taking the test has been drawn. Thus, in a representative sample, most candidates will be of average ability with fewer above and below average and a minority who are either outstanding or hopeless (Macintosh and Morrison, 1969).

The situation whereby most of the candidates have failed the examination on Lecturer X's course depicts one of the extreme cases in the distribution of marks, the other extreme case is whereby most or all of the candidates have passed the examination. Such extreme distributions do not reflect the true distribution of abilities that the test was designed to measure (Macintosh and Morrison, 1969).

This third aspect that is, evaluating the effectiveness of lecturers at Bayero University, Kano, on examining their students, is confined in the present study to only the formulations expressed above. No effort was made to empirically test them in order to reduce the magnitude of the study.

4. METHODOLOGY

The present study is a descriptive-analytical study that capitalizes on a case study paradigm, which provides cost-effectiveness and time saving to yield appropriate results. The study was conducted for the main purpose of delivering this inaugural lecture noting that a future study on a wider scale should provide a more representative data which can be used to generalize on the situation in Nigerian Universities.

To collect data for the study two questionnaires were designed and employed, namely, (i) Questionnaire on the teaching qualification of university lecturers (Appendix A), and (ii) Questionnaire on the use of audio-visual materials in university teaching (Appendix B). The first set of questionnaire was administered on 350 lecturers in the various Faculties of Bayero University, Kano, and the second set was served on 37 heads of departments in the university.

5. FINDINGS AND DISCUSSION

5.1 Teaching

As it was expected most of the lecturers in the various Faculties of the university (except those in the Faculty of Education) had no teaching qualification. In other words, apart from qualifications in their fields of specialization, those lecturers did not possess any teaching qualification, such as Graduate Certificate in Education or Postgraduate Diploma in Education. This finding implies that majority of university lecturers teach students without the requisite knowledge of principles of teaching and learning. It has

been observed by Educational Psychologists that no matter how learned in his subject a teacher may be he cannot do his best in teaching unless he is skillful in its practice. Teachers, like medical doctors, engineers and lawyers, need to know the art of their profession. Basically they need to know how to prepare a lecture, how to present it and how to assess students' learning.

When preparing a lecture, the lecturer should determine the most suitable method for teaching the subject-matter. He should ensure that all his facts are accurate, that they are correctly related to what has been learned before. A lecture is well-organized in a clear sequence of ideas as schematically shown in Figure 2.

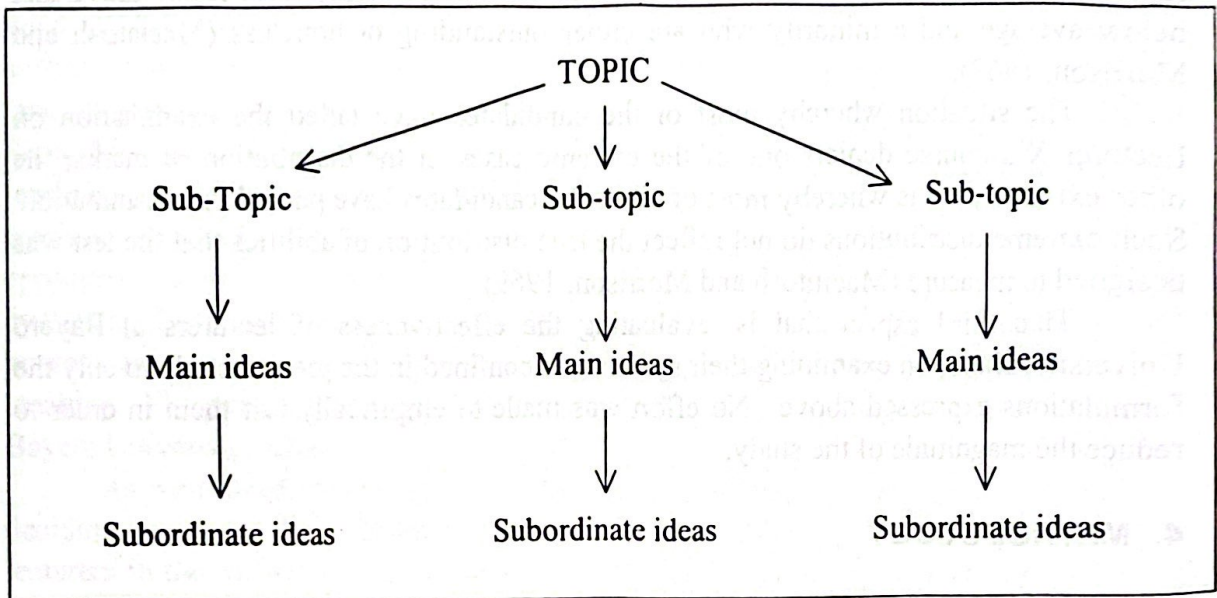


FIGURE 2: SEQUENCE OF A LECTURE

For example:

SUBJECT : CHILD DEVELOPMENT

TOPIC : MIDDLE CHILDHOOD YEARS (6-10 YEARS)

SUB-TOPICS

I : Introduction

II : Physical growth during middle childhood years:

- General trends in Physical growth
- Sex differences in Physical growth.

III : Mental development

- Piagets stages of cognitive development: an outline
- Concrete Operational stage

IV : Social development

- Popularity
- Home life and social belonging
- Aggression and competition.

In terms of presentation a lecture is likely to be more effective if its organization is given at the beginning, that is, by outlining the main points on the chalkboard. Summary of the main points may alternatively be made by using an overhead projector at the time of the lecture with prepared transparencies. These are later elaborated by providing interesting details, visual illustrations, explanations, examples and by relating the point made to other points. Bligh (1972) has analyzed the procedure for making a point in a lecture as follows:

- (i) **Concise Statement** - Usually the first requirement is to state the point in as concise a way as possible. This may be a simple sentence with one key word or phrase in it.
- (ii) **Use the Board** - The lecturer should then display the key word or phrase on the chalkboard as part of the progressive build-up of the lecture. This helps in reducing the load on short-term memory.
- (iii) **Re-expression** - Re-stating the point in alternative words may have more meaning for those who had not previously understood, and repetition will aid the memory of these who had.
- (iv) **Elaboration** - Providing more detail, illustrations and giving reasons for and explanations of the point being made are what constitute elaboration. Pictures, charts, maps and graphs provide illustrations that increase understanding of the verbal details. The examples given should be in concrete terms and should be commensurate with the major point that has previously been made.
- (v) **Feedback** - The lecturer needs to know whether he has got his point across before he goes on to the next point. He does this by providing silent pauses at the end of each point. This allows students that have not been able to follow to seek for repetition or clarification.
- (vi) **Recapitulation and restatement.** These constitute a reminder of explanations earlier offered through repetition of the same words that formed the key statement.

5.2 Assessment of Learning

The third aspect that constitutes the basic knowledge that lecturers should have about teaching is assessment of learning. In the last few years, there has been growing concern with examination matters in this university, particularly at Senate arising from frequent postponement of Senate meetings on examinations due to inability of the departments to submit results which they had not finished compiling. For example, most of the 1995/96 session's second semester examinations which were completed in January 1996, were still awaiting Senate approval as in April, 1996. The gap continued to widen up to 1999, if not even now. Two factors are readily identified as contributing to the delay in compiling the results. Firstly, the type of examination conducted (essay questions are usually set), coupled with the large number of students in most of the departments in FAIS, FACULTY OF EDUCATION and F.S.M.S. make marking of the examination scripts cumbersome and difficult. This is aggravated by the additional load of teaching and marking due to increase in semi-commercial courses, so-called 'PLC' courses, which attract a larger number of students whose tuition fees are shared, in part, by the lecturers

teaching the courses. Secondly, there is some degree of nonchalant attitude on the part of the internal examiners to examination matters. This may be due to stress when one considers the fact that at this university, for the last six years, academic staff have been working round the clock, i.e. without any realistic break or holiday. No doubt that is counter-productive.

In order to strive towards overcoming the first identified problem on examinations it is recommended that an examination paper should comprise a mixture of essay-items, multiple choice items and short-answer items. Alternatively, a three -patterned assessment; namely, essay, - assignment, project-work and final examination, is better than an all-essay assignment and final examination as is the practice today. Thus a lecturer may plan a three-patterned assessment of his course comprising an essay assignment to be given early on in the course, a project assignment to be given later on in the course (or periodic laboratory/workshop practical) and the final examination which itself should not be a straight-jacket essay-type but a mixture of short-answer items and multiple-choice items (see Appendix C). Short-answer items require candidates to respond with short phrases. The multiple choice item consists of a stem that presents a problem and a series of possible responses, called options or choices, one of which is the correct answer.

Aside from the manner of setting examination questions, the following useful techniques are often ignored by examiners in the university:

- (a) Questions should cover all the parts of the syllabus thus enabling a wide content coverage. Multiple-choice items and short-answer items afford this procedure.
- (b) The wording of a question should be straight-forward and clear, free from ambiguity.
- (c) Questions should be set that will examine various abilities of the examinee or candidate such as ability to interpret events, to analyze and synthesize. That means not just "what" questions should be asked, but "how" and "why" questions should also be asked. Examples:
 - i. Differentiate between formal and informal education
 - ii. 'Learning theories are to a teacher what theories of light are to a physicist, he uses the ideas where they fit into the practical problems of teaching'. Discuss.
 - iii. Analyze the various instructional media in Adult Education and discuss their educational relevance.
- (d) A marking scheme is an important aspect of an examination. It is the key to marking. A good marking scheme should state the number of points expected from a question and the marks allocated to each point. Examples:

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Question 1

Outline and discuss four groups of factors that affect the teaching-learning process.

Scheme of marking

<u>Points expected</u>	<u>Marks per point</u>
(i) Introduction including outline of factors	4
(ii) Home factors	4
(iii) Learner factors	4
(iv) School factors	4
(v) Situational factors	4
Total	20

Question 2

What is educational reform? What are the processes of educational reform?

Scheme of marking

<u>Points expected</u>	<u>Marks per point</u>
(i) Meaning and rationale for educational reform	5
(ii) Three well-discussed processes of reform	<u>5 marks each = 15</u>
TOTAL	<u>20</u>

Question 3

Analyze the various instructional media in Adult Education and discuss their educational value.

Scheme of marking

<u>Points expected</u>	<u>Marks per point</u>
(I) Definition of instructional media	2
(ii) Analysis of each of five media	2 marks each = 10
(iii) Discussion of educational value of four media	<u>2 marks each = 8</u>
TOTAL	<u>20</u>

The recommendation to examine candidates by using a mixture of short-answer items and multiple-choice items has important implications for marking. These tests are relatively easier to score than essay questions. For example, an examiner may set 20 short-answer questions and 40 multiple-choice items thus giving him a total of 60 items, each is assigned a score of 1.

It will be recalled that in a three-patterned assessment the continuous assessment components comprise an essay-type assignment and a project/practical attachment report or laboratory workshop plus the final examination.

5.3 Assessment of lectures

The responses to the second questionnaires on the use of Audio-visual materials in teaching at this university show that hardly do lecturers use these materials when presenting their lectures. Only in a few courses such as in Geography and Education (Media and Methods and Educational Technology) are Audio-visual materials used by lecturers in teaching. Judging by the considerable impact of educational media in teaching-learning an educationist finds it unjustifiable that most of the lecturers in this university do not use readily available materials such as films, overhead projector, slide and field trips in their lectures. This may not be unconnected with their lack of background knowledge on teaching, as shown above. In a lecture I presented at 1995 Annual Congress of "All Nigeria Conference of Principals of Secondary Schools" (ANCOPSS), I proposed that standards in teaching should be imposed even in the universities as a means of quality control. I went on to suggest that beginning lecturers must be subjected to intensive course on teaching methods and an orientation on responsibilities of a lecturer. Furthermore, Heads of Departments should be mandated to periodically evaluate each lecturer's teaching effectiveness and they should be monitoring their regularity in attending to lectures. It is note-worthy to mention that in some universities abroad standardized instruments for evaluating teaching are in use. Irby (1991) says that there are two types of such instruments, namely, (a) Quantitative measures of teaching performance, which are ratings systematically collected from learners in classroom (Appendix D). Learners are in a unique position to comment on such qualities as the teacher's organization and clarity of presentation, enthusiasm and questioning skills; (b) Qualitative measures are those rendered by committees. These committees should review learner ratings, descriptive documentation of teaching provided by the lecturer involving course content and materials, and committee members' observations of the lecturer's teaching. The reliability (that is, the consistency) of students' ratings of their teachers is well demonstrated by Foy (1969) who found that two groups of students came to the same conclusion about what they were looking for in an ideal lecturer ($r = 0.93$) and what they found in actual one ($r = 0.7$). Similarly, Heilman and Armentrout (1936) found a reliability correlation of 0.75 when they gave the Purdue Rating Scale for Teachers to 2115 students of 46 lecturers. Feldman (1977) and Irby (1981) also reported that the correlation among student-raters typically ranged from 0.70 to 0.90.

6. CONCLUSION

This lecture has tried to raise important issues pertaining to the teaching-learning process at the Bayero University, Kano, as an example of what obtains in Nigerian universities. The lecture concentrated on determining the teaching qualification of lecturers, how effective are the lectures they deliver and how efficient is their assessment of learning. Responses to the questionnaires on the two factors formed the basis for discussion on how to improve lecture preparation and presentation and the assessment of learning. In order to overcome the short-coming of the lecturers due to their lack of a teaching-qualification it is recommended that intensive in-service course on teaching methodology is imperative for beginning lecturers not only at Bayero University, Kano,

but in all Nigerian universities. Even older lecturers can benefit from such a course as my experience has shown during my Sabbatical year at Ahfad University for Women, Omdurman, Sudan. While there, I had the opportunity to plan and execute such a course tagged, "Professionalization of Teaching Skills for Staff in Higher Education", in conjunction with another expert in education, Ella de Voogd, a Dutch lady who was on technical assistance to the university from Netherlands government. The course covered the entire second semester of the 1993/94 session on a weekly basis, comprising lectures by resource persons on topics in the methodology of teaching and psychology of learning, discussions on those lectures, micro-teaching by the student-teachers and exhibits of teaching kits prepared by them.

Such an in-service course on teaching methods gives an opportunity to sensitize lecturers in universities about the basic elements of the teaching-learning process that enhance their professional competence. This lecture has a similar aim and I hope that it has attained its objective.

Thank you for your attention to the lecture.

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APPENDIX A: QUESTIONNAIRE ON TEACHING QUALIFICATION OF UNIVERSITY LECTURERS

The questionnaire is intended for research purpose only. It seeks to determine the teaching qualification of university lecturers. Your response to the items below will be highly appreciated. Place X in the box to the response which applies to your situation. Thank you.

Department: _____

Faculty: _____

Rank: _____

Qualification: _____

Do you have a teaching qualification such as Postgraduate Diploma in Education?

Yes [] No []

Which of these teaching qualifications do you have?

- a. Graduate Certificate in Education []
- b. Postgraduate Diploma in Education []
- c. B. A. Ed []
- d. B. Sc. Ed []
- e. B. Ed []
- f. Any other (specify) _____

Professor D. A. Maiwada
Researcher

APPENDIX B: THREE CONTINUOUS ASSESSMENT AND EXAM. QUESTIONS FOR FOURTH YEAR COURSE ON "INTRODUCTION TO SPECIAL EDUCATION"

ESSAY ASSIGNMENT

Outline categories of the handicapped. Which categories of the handicapped are integrated in ordinary school for the normal and why? [20 marks]

FIRST SEMESTER EXAMINATION

This comprises short-answer items and multiple items as shown in Appendix C. The short answer questions require students to respond with short phrases. The multiple-choice items consists of a stem that presents a problem and a series of possible responses, called options or choices, one of which is the correct answer. [50 marks]

REPORT ON PRACTICAL ATTACHMENT AT AN INSTITUTION FOR THE HANDICAPPED [30 marks]

TOTAL MARKS: 100

APPENDIX C: SAMPLES OF SHORT-ANSWER AND MULTIPLE-CHOICE ITEMS USED AT THE AHFAD UNIVERSITY FOR WOMEN, SUDAN, FIRST SEMESTER EXAMINATIONS IN 1993/94 ON THE COURSE "INTRODUCTION TO SPECIAL EDUCATION"

Instruction:

Answer all questions in Section A and all questions in Section B. Questions should be answered on the question sheets provided.

C₁: SHORT-ANSWER QUESTIONS [35 MARKS]

1. Write two advantages of integrating some handicapped students with normal students in the same class.
 - a)
 - b)

2. What help does the ordinary teacher give the visually-impaired in order to enable him learn well in school:
 - a)
 - b)

- ...

7. Explain
 - a) social rehabilitation
 - b) pre-vocational rehabilitation

C₂: MULTIPLE-CHOICE QUESTIONS [15 MARKS]

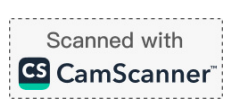
1. The _____ is one of the basic equipment for teaching the blind
a) Braille characters b) Braille machine c) Medicated glass
d) Bold letters

2. The teacher may use a _____ to raise his voice so that it becomes louder.
a) Tape recorder b) Audio aid c) video records d) microphone

3. The use of _____ is part of the general methods for teaching the deaf.
a) Audio visual aids b) Visual aids
c) Audio aid d) Sound-motion projector

4. Physically handicapped pupils whose limbs are not normal are called _____.
a) Children with cerebral palsy b) Crippled children
c) Children with damaged spine d) Children with club foot

5. The causes of mental retardation due to acute illness or severe head injuries are called _____



- a) Pre-natal causes b) At birth causes
- c) Post-natal causes d) Antenatal causes

6. The behaviour whereby a person responds normally to a situation is called _____.

- a) adjustment b) appropriate c) pleasant emotion d) normal behaviour

7. In _____ the patient can say virtually nothing.

- a) stuttering b) stammering c) aphasia d) expressive aphasia

8. Can learn functional academic skills to approximately 4th grade level by late teens if given special education in the adaptive behaviour for _____.

- a) Mild retardation b) Moderate retardation
- c) Severe retardation d) None

9. A mentally retarded child is clumsy in _____ coordination.

- a) Motor b) Gross Motor c) Fine motor d) Mobility

10. People with I. Q. of 116 – 131 are called _____.

- a) Gifted b) Genius c) Very superior d) Superior

**** GOOD LUCK ****

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