

**Practicals, Teaching Practice and Students'
Industrial Work Experience Scheme (SIWES)
as Tools for Effective Implementation of
CCMAS**

By

Dr. Iyekhoetin Matthew Omoruyi (*FNYA*)

Ag. Director, BIU-SIWES



OUTLINE

1. Introduction :
2. Practical Teaching and Learning
3. Teaching Practice
4. Objectives of teaching practice
5. Challenges to effective teaching practice supervision in universities of Nigeria
6. The concept of Student Industrial Work Experience Scheme (SIWES)
7. Objectives of SIWES
8. SIWES in Benson Idahosa University
9. Summary/Conclusion



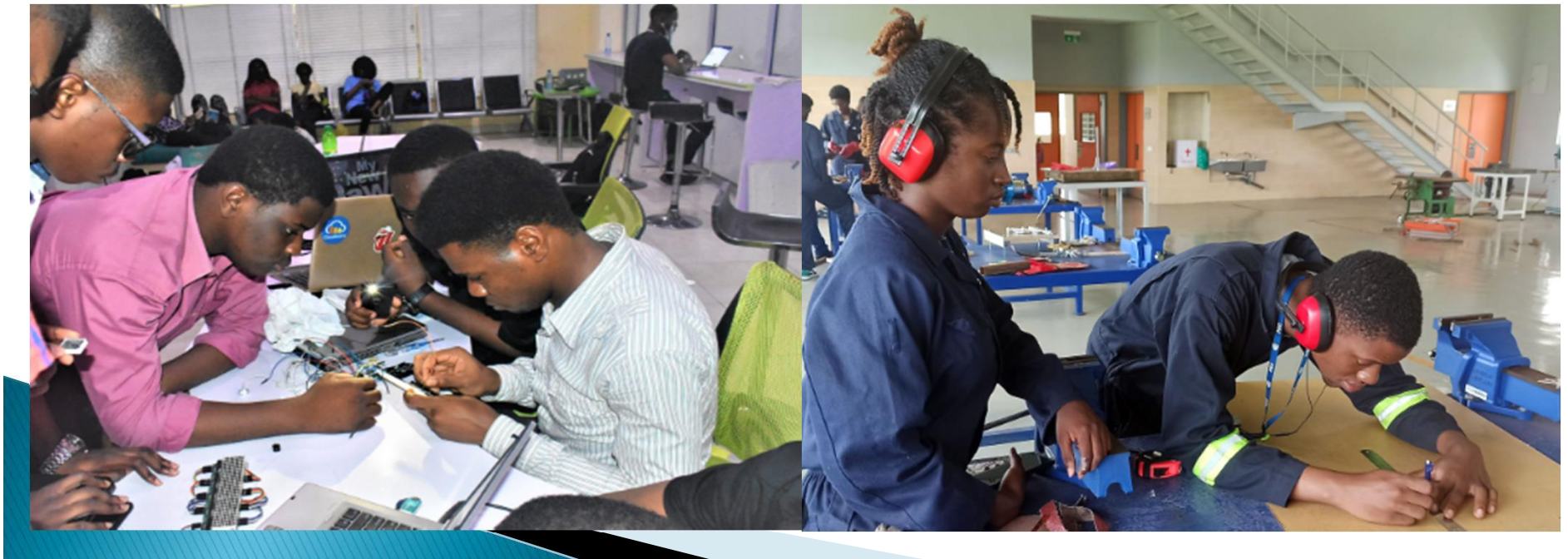
INTRODUCTION

- ❖ CCMAS is practical driven
 - ❖ Practicals are core in the implementation of CCMAS
- ❖ Beyond CCMAS implementation, practicals, teaching practice and SIWES if done rightly can become a bragging right to an institution



PRACTICALS

- ❖ ...of or concerned with the actual doing or use of something rather than with theory and ideas
- ❖ How many of us are comfortable with the practical knowledge base of our students?



- ❖ More than 85% of Nigerian graduate have no digital skills (August, 2023). According to GetBundi, an online education technology outfit.



Image: iStock

Join us on **Facebook**
Follow us on **Twitter**

NIGERIA

Graduated, but lacking in the skills the economy needs

Afeez Bolaji 06 October 2022

[Share](#) [Tweet](#) [Share 4](#)

High unemployment in Nigeria, especially among the youth, has become a worrisome trend that raises concern over the employability of thousands of graduates produced by the country's higher educational institutions annually.



Universities and Re-Construction of Cities: the Role of Research and Education

23 - 25 Oct 2023,
University of Lodz,
Poland

FORMS OF TEACHING PRACTICALS TO OUR STUDENTS

- ❖ Tasking them to watch a video or documentary in class for group discussion
- ❖ Virtual online practicals
- ❖ Collaboration with other institutions
- ❖ Field trip
- ❖ Excursions



CHALLENGES OF PRACTICAL BASED LEARNING

- ❖ Large classes
- ❖ Inadequate equipment
- ❖ Funding (including data)
- ❖ Manpower and knowledge



TEACHING PRACTICE

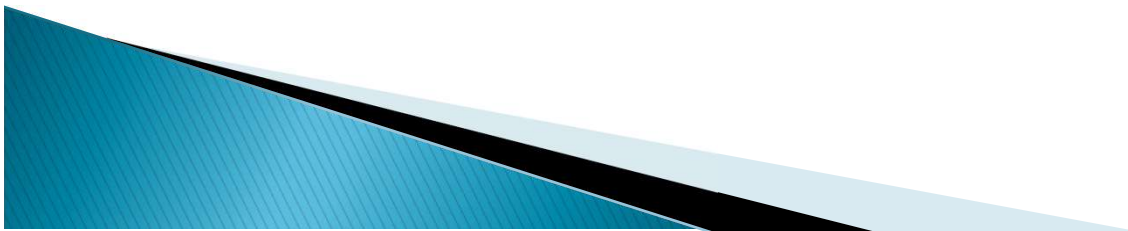
❖ Teaching practice, students' Industrial Work Experience Scheme (SIWES) and internship supervision are not new to specialists in Education; Social and Management Sciences engineering, agricultural science, and Medical Sciences respectively.

❖ The supervision of these field works are central to the professional development of teachers as well as all the other professional disciplines' development.




THE CONCEPT 'TEACHING PRACTICE' (TP)

- ❖ Teaching practice is one of the core courses in the preparation of teachers and central for teachers' professional development worldwide and as outlined in the CCMAS curriculum of teacher's education.
- ❖ It is purposefully designed to give student teachers opportunity to learn the art of teaching by practical hands-on training.
- ❖ Different scholars have described teaching practices (TP) differently:



Concept of TP Continues

- ❖ Kaaphesi, (2013) refers to TP as the practicum of teacher education
 - ❖ Osarenren-Osaghae, Olusi & Irabor, (2015) however, refers to TP. as a teaching internship, which is an important aspect of professional training for student- teachers.
 - ❖ From the many perception of TP, it can be summarised that teaching practice is the field experiences designed to provide opportunities for student teachers to practice different aspects of teaching in functional schools under the guidance and supervision of experienced teachers called supervisors.
- 

Objectives Teaching Practice

As contain in the CCMAS, the objectives of TP are to enable students teachers to demonstrate:

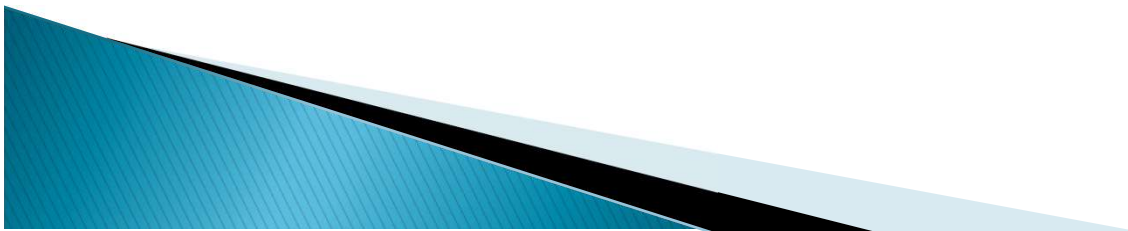
1. knowledge of the subject matter;
2. The necessary pedagogical skills;
3. Understanding of child psychology;
4. The needed attitude towards teaching;
5. Proper use of instructional facilities and instructional materials



Objectives of TP Continues

6. Knowledge of individual differences in actual classroom situations and how to use this knowledge to assist children in real time;

7. Effective classroom management skills.
(CCMA, 2023)



The Content of Teaching

- ❖ There are five basic components of teaching namely:
 - i. Learning climate;
 - ii. Classroom assessment and reflection;
 - iii. Instructional rigor and students engagement;
 - iv. Instructional relevance;
 - v. and knowledge of content.

- ❖ For effective supervision of teaching practice, the supervisor must have a sound knowledge of these components as well as how they function to enhance learning

- ❖ Assessment of Teaching is based on these five components.



Prerequisite TP

Before students embark on teaching practice, they must have been exposed to and acquired knowledge in:

- The subjects of specialization;
- Education foundational courses; General and subject teaching methods, Learning and child development, Statistics, Test and measurement and Curriculum development



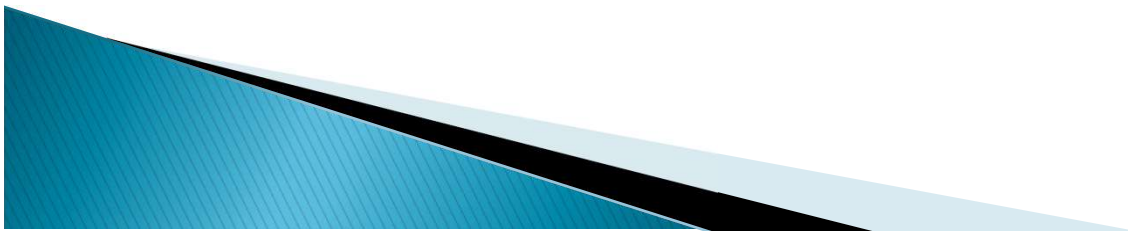
Pre-requisite TP continues

- ▶ They must have been exposed to micro-teaching to enable them to develop the skills of blending theory with practice of teaching, classroom management and develop some competences.
- ▶ They should be given adequate orientation on what is expected of them while on teaching and what they should expect from their supervisors and the school



SUPERVISION

- ❖ Supervision lies at the heart of the teacher education programmes and is an integral part of the teaching practice undertaken in schools.
- ❖ It is a systematic and purposeful activity.
- ❖ Teaching Practice supervision is a reflective process which occurs through interaction between supervisor and student (Clarke et al., 2014).

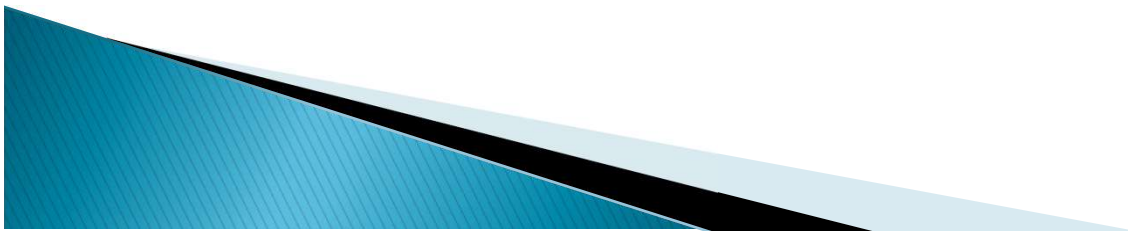


The Content for Assessment During Supervision

❖ Students should be evaluated base on five areas of competences:

1 **Knowledge Base competence:** accurateness, appropriateness and comprehensiveness of the subject matter.

2. **Instructional Competence:** Ability to teach, demonstrate, communicate and evaluate well.

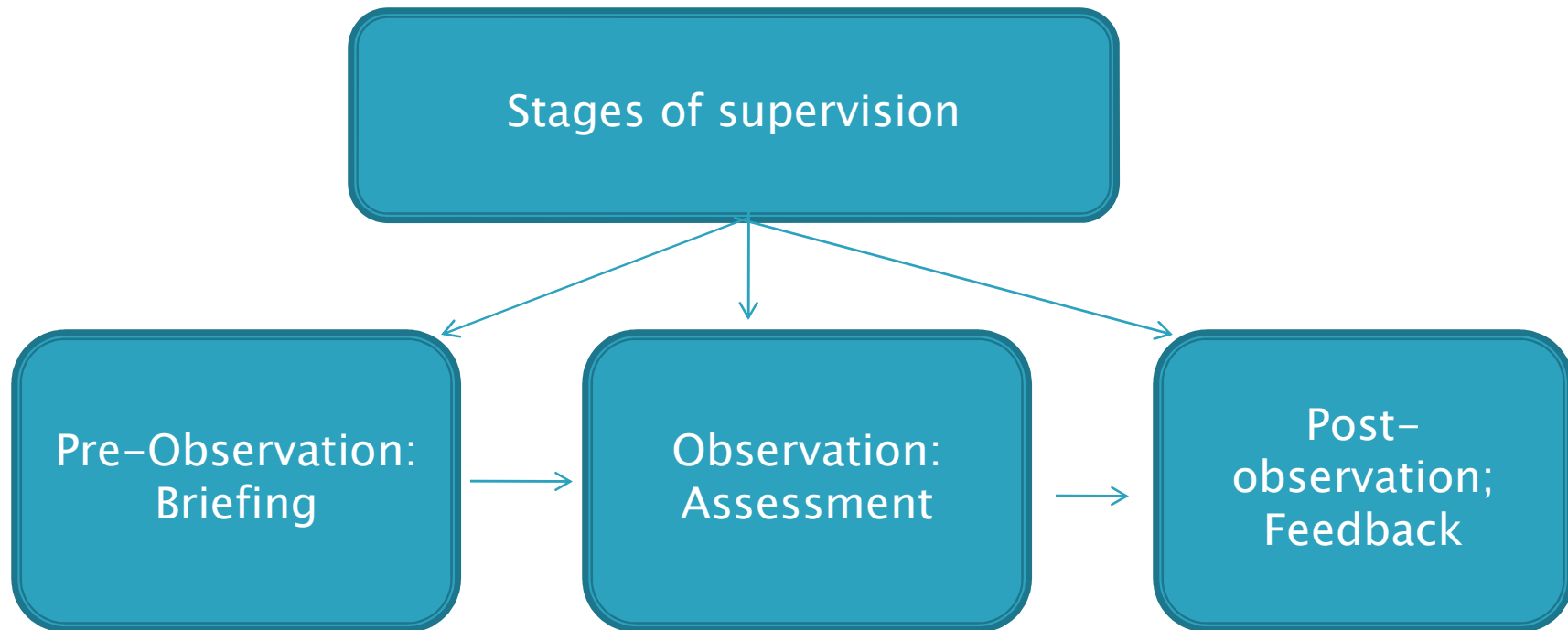


The Content for Assessment During Supervision Continues

- 3, **Evaluation competence:** Assessment of oral questioning, test and assignment markings, grading and reporting of students' achievement by the student-teacher.
4. **Professionalism Competence:** Assessment of the student-teacher's display of teaching ethics and attitudes, participation in other school activities, supportive interaction in the school and community as well as their human relationship disposition (**Northern Michigan University (2017)**)
5. **Relationship competence:** Ability to relate the lesson note with the lesson delivery and student-teacher rapport



Stages of Teaching Practice Supervision



▶ **Figure 1. Stages of teaching practice supervision**

Effective Supervision of TP Continues

- ❖ Pre-observation stage: (briefing)
- ❖ Observation stage: (assessment of :
 - The lesson plan/note and its relationship to the lesson delivery based on laid down criteria extracted from the content of teaching,
 - Point out the strengths and weaknesses of lesson note and lesson delivery in writing appropriately in the lesson note,
 - Score the students performance on the assessment's sheet with general comment of the student's performance

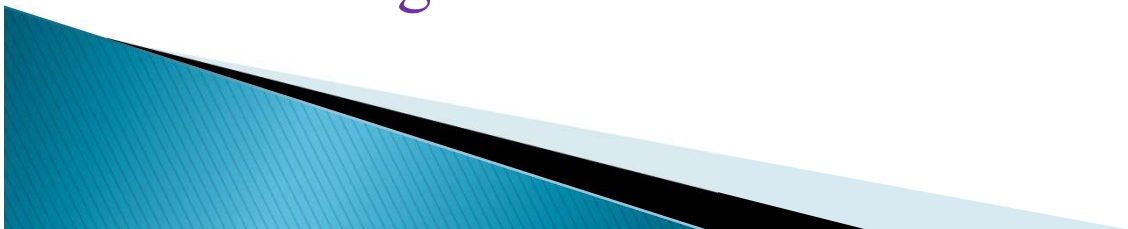


Effective Supervision of TP Continues

Post observation stage: Provide feedback to the students:

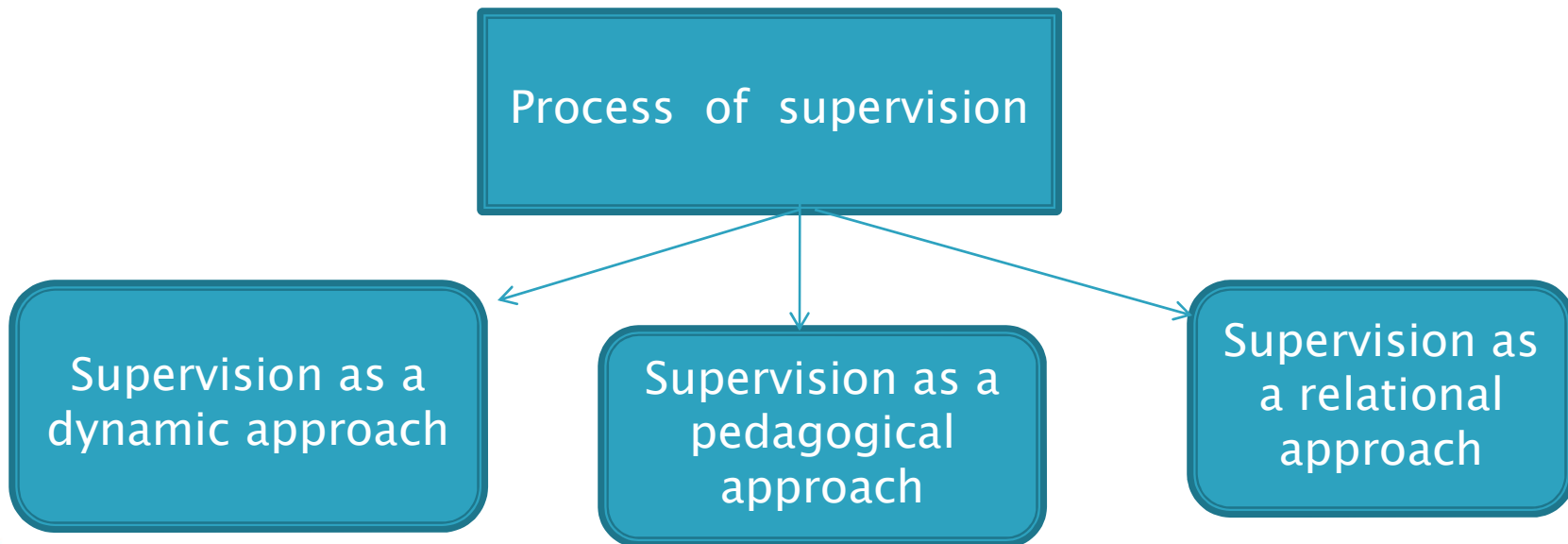
Discuss with them

- Questions they have from the comments you wrote in their lesson plan/notes
- Their strengths and weaknesses in constructive manner and building up language
- Challenges they have;
- Together proffer solutions to problems/challenges and mediate with the school on their behalf should they have challenge with the school.



Process of Supervision

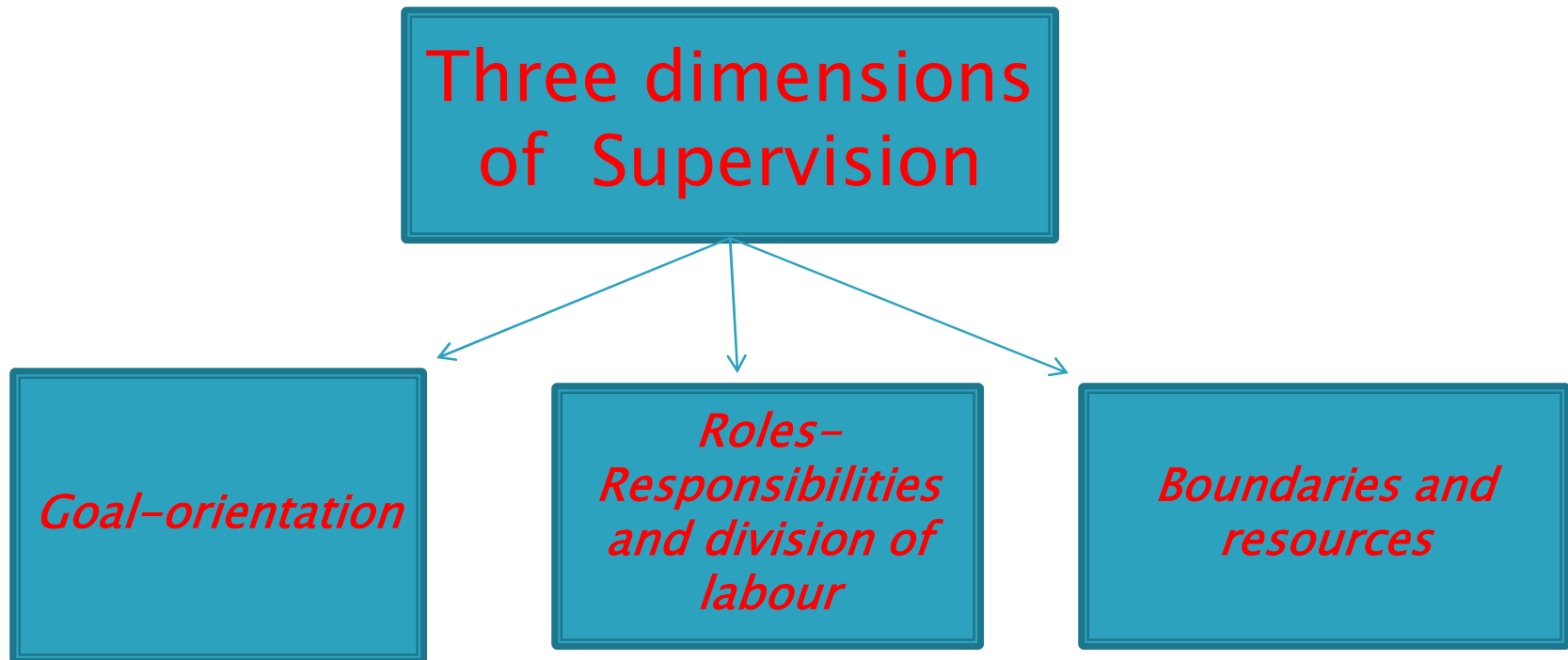
- ▶ Effective supervision is based on three processes namely : supervision as a: socio–dynamic approach process, as a pedagogical approach process and as a relational dimension approach process as shown in figure 2.



◦ Figure 2: Three process of supervision

Dimensions of Supervision

- ❖ Goal of teaching practices to be created through dimensions of supervision



▶ Figure 3; Dimensions of supervision

Supervision Process Continues

Goal-orientation The aims of learning outcome must be very clear to enable both supervisor and student teacher to experience coherent practice

Roles-Responsibilities and division of labour. This requires that the supervisor and student teacher have agreements regarding rights concerning roles-responsibilities and division of labour.

- ***Boundaries and resources.*** Agreements on boundaries, such as consequences if either party does not act as agreed (Vehviläinen and Löffström [2016](#)), and practicalities regarding supervision meetings (Vehviläinen and Löffström, [2016](#)).



Timing, Number, Duration and Spread of Supervision for Best Practice

- ❖ **Timing:** CCMAS stated that students are to be posted out at the end of level three and four during long vocation for a period of six weeks.
- ❖ **Number of supervisions:** The CCMAS is silent on this. However, giving that TP is a three credit units course, it implies that for effective supervision a student should have a maximum of three supervision by different supervisors (a team of supervisors)
- ❖ **For best practice,** the supervision should be spread across the six weeks, most preferably with in the first two weeks, then the fourth weeks and then the last two weeks.
- ❖ **Duration:** Each supervision should last for a whole lesson period of the teaching (usually 40 minutes in secondary schools)



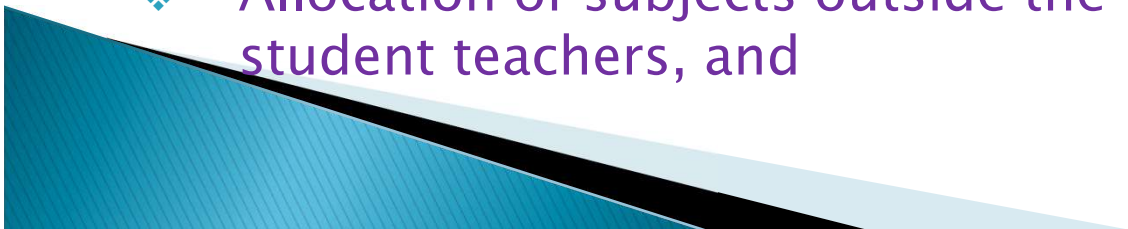
Challenges To Effective Teaching Practice Supervision in the Universities

- ❖ Inadequate preparation of students' teachers as well as lack of adequate orientation for them before commencement of teaching practice,
- ❖ Inadequate period for supervision and wrong time for posting of students to schools for supervision, supervisors'
- ❖ Supervisors' lack of proper conception of the supervision process and s their roles during the supervision
- ❖ Supervisors lack of training and orientation,
- ❖ Over population of students' teachers and insufficient schools for placement of teachers for teaching practice supervision



Challenges To Effective Teaching Practice Supervision in the Universities **Continues**

- ❖ Inadequate fund for supervisors to support supervisors
- ❖ The nomenclature the programmers of teacher education in the university systems and irregular and unrealistic school calendar
- ❖ Lack of exposure/engagement of student–teachers to teachers’ activities in the hosting schools
- ❖ Nonchalant attitudes of principals and teachers to students teachers
- ❖ Allocation of subjects outside the fields of specialization to student teachers, and



STUDENTS INDUSTRIAL WORK EXPERIENCE SCHEME (SIWES)

- SIWES is the accepted compulsory skill training programme, which is part of CCMAS in the various degree programmes for all Nigerian Universities.
- The scheme is aimed at bridging the existing gap between theory and practice in all professional educational programmes in the Nigerian tertiary institutions.



OBJECTIVES OF SIWES

- To affords students of higher learning the opportunity to familiarized themselves with and expose them to the needed experience in handling equipment and machinery that are usually not available in their institutions;
- To expose students to professional work methods, techniques and ways of safeguarding the work areas and workers in industries, offices, laboratories, hospitals and other organizations;
- To provide students the opportunity for acquisition of skills for effective working in the field



OBJECTIVES OF SIWES CONTINUES

- Prepare the students for the industrial work situation they are likely to meet after graduation
- Provide avenue for Students to develop skills and experience for industrial engagement after graduation.
- Make the transition from school to the world of work easier and enhances students' contact for later job placement.
- Enlist and strengthen employers' involvement in the entire educational process and prepare students for employment after graduation. (Chinedu, 2023)



PREREQUISITES FOR EFFECTIVE SIWES EXERCISE

Students for SIWES must:

- ❖ Attain basic knowledge in the discipline on what skills and values will be acquired
- ❖ Take assessment test for selection (**optional**)
- ❖ Attain orientation programme before going on attachment for the SIWES
- ❖ Securing of organization for placement for the SIWES
- ❖ Documentation of SIWES activities and



SIWES IN BENSON IDAHOSA UNIVERSITY

- ❖ It is under the office of the Vice-Chancellor
- ❖ SIWES activities offer unique opportunities to put Benson Idahosa University on the global map
 - ❖ Versatility of BIU products
 - ❖ Goodwill to the University
 - ❖ Admissions drive
 - ❖ If more programmes go for SIWES exercise, in 10 years, a student of the University MUST have been associated with an organization in Nigeria



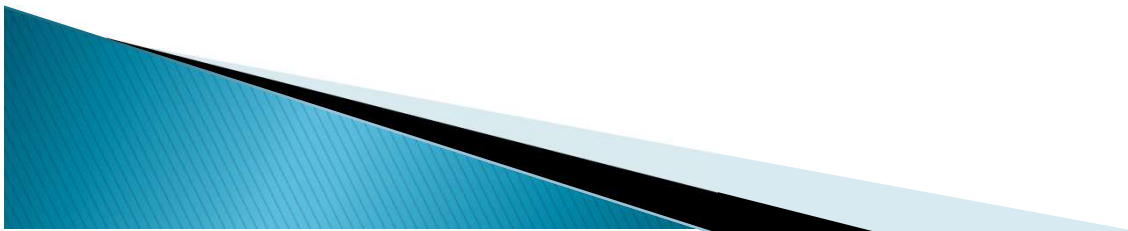
...continue

- ❖ Database for potential place of internship
- ❖ Involve more students and departments in SIWES exercise
- ❖ An opportunity to get company contact/details



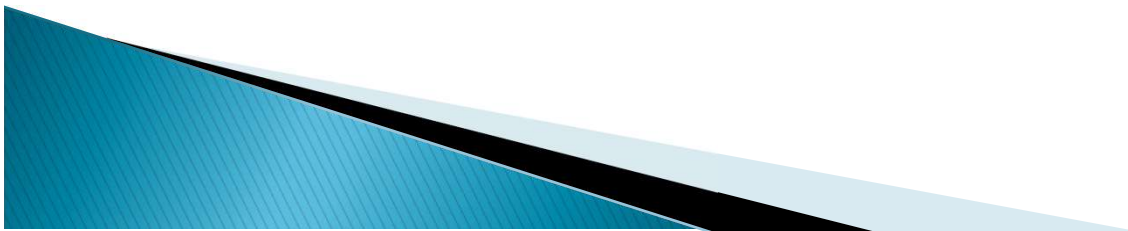
STUDENTS SUPERVISION DURING SIWES

- ❖ SIWES office coordinates supervision in collaboration with the Departments
- ❖ Online reporting by industry based supervisor
- ❖ Physical supervision
- ❖ Short Video by students

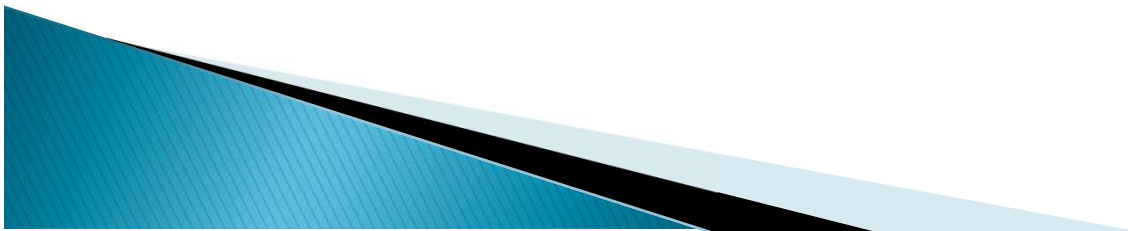


SUMMARY/ CONCLUSION

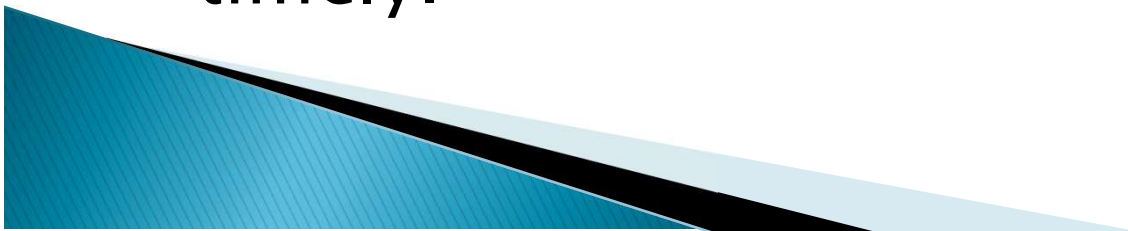
- ❖ Practicals, TP and SIWES are prerequisites for the effective implementation of CCMAS
- ❖ When adopted, and properly implemented, it can make the students globally competitive



- ❖ For effective supervision of TP to take place, the supervisor must have an in depth knowledge of the content and objectives of teaching and of teaching practice, supervision process, stages of supervision and skills of supervision
- ❖ These however cannot be achieved without proper training orientation given to supervisors and to students–teachers going on teaching practice yearly before the commencement of TP



- ❖ There are numerous challenges to effective supervision of teaching practice for the effective production of efficient and competent teachers in the teacher training programmes in our universities
- ❖ These challenges need to be addressed by NUC and School management, faculties and departments and individual teachers and timely.



THANK YOU

