

# **PEDAGOGY OF CHRISTIAN RELIGIOUS STUDIES IN COLLEGES OF EDUCATION IN NIGERIA: NEED FOR ENHANCEMENT WITH INNOVATIVE MULTIMEDIA TECHNOLOGIES**

*Hezekiah B. Baiyeri*

## **Abstract**

This paper examined the need for innovative multimedia on pedagogy for Christian Religious Studies in Colleges of Education in Nigeria. The work is a qualitative research based on qualitative data. Documentary analysis was adopted for data analysis. Similarly, secondary sources of data were consulted which specifically is the 2012 edition of Nigeria Certificate in Education Minimum Standard (NCCE) for Christian Religious Studies. Also internet materials, encyclopedia, journals and books were utilized in this paper. Furthermore, the primary data were collected through interview of key informants. The paper recommended acquisition of innovative skills, interactivity in instructional multimedia presentation, acquisition of stipulated instructional facilities in NCCE Minimum Standard for CRS, use of Bible software and establishment of digital library in CRS departments among other things.

Improving new multimedia technologies for the purpose of enhancing the teaching and learning of Christian Religious Studies (CRS) in higher education programme such as in Nigeria Certificate in Education programme in Nigeria is a necessity. The National Commission for Colleges of Education (NCCE), Abuja, has long acknowledged the need for enhanced innovative multimedia technologies on pedagogy for Christian Religious Studies in Colleges of Education in Nigeria (NCCE, 2012).

Interactive multimedia presentations represent innovation in contemporary pedagogy. This is attested to by Ditto (2009) when he contends that, multimedia has an enormous impact on education. For instance, medical schools use multimedia-simulated operations that enhance surgeons to practice and learn operations on a computer-generated 'virtual' patient. In the same vein, students in engineering schools use interactive multimedia presentations of circuit design to learn the basics of electronics. Furthermore, multimedia technologies enhance immediate implementation, testing, and manipulation of electronic circuits designed on computer. Ditto further asserts that, in elementary schools, students use simple yet powerful multimedia authoring tools to create multimedia presentations that enhance reports and essays. This paper, therefore, is aimed at examining innovative lesson structures for Christian Religious Studies and strategies for improving innovative multimedia on pedagogy for Christian Religious Studies in Colleges of Education in Nigeria.

---

*Journal of Research Development, Volume 24 No.2, July, 2015*

### **Purpose of Study**

The paper will undertake the following tasks:

1. To examine innovative lesson structures for Christian Religious Studies.
2. To discuss strategies to enhance interactive multimedia presentations and technologies as innovative pedagogy.

### **Research Questions**

The paper addresses the following questions:

1. What innovative lesson structure is appropriate for Christian Religious Studies?
2. What strategies are relevant for enhancing interactive multimedia presentations and technologies as innovation in pedagogy of Christian Religious Studies?

### **Methodology**

This work is a qualitative research based on qualitative data. Documentary analysis was adopted for data analysis. Similarly, secondary sources of data were consulted. These are the 2012 edition of Nigeria Certificate in Education Minimum Standard (NCCE) for Christian Religious Studies; internet materials, encyclopedia, journals and books. Furthermore, the primary data was collected through interview of student-teachers of Federal College of Education, Eha-Amufu, Enugu State (See Appendix 1).

### **Literature Review**

Thematic structure is adopted in the review of relevant literature for this paper.

#### **1. Concept of Christian Religious Studies**

Christian Religious Studies refers to the systematic study of Christian faith as contained in the Old Testament and New Testament of the Holy Bible (Baiyeri, 2010). It is a field of study that is taught at primary, post-primary and tertiary institutions of learning in Nigeria. The Federal Government of Nigeria stipulates that “instruction at all levels has to be oriented towards inculcating moral and spiritual principle in interpersonal and human relations” (FRN, 2004). In a related manner, the National Commission for Colleges of Education (NCCE, 2004) proposes a philosophy of Nigeria Certificate in Education programme on Christian Religious Studies that is geared towards;

...the production of teachers who possess full awareness of God’s relationship with man and whose personal character and discipline reflect authentic Christian values and virtues, such that they will be able to function effectively as custodians of sound moral and spiritual qualities particularly in their interaction with young learners in the Basic Schools(p.9).

Specific objectives of Christian Religious Studies at this level requires that students should be able to do the following at the end of their period of study as NCE graduates :

- (a) demonstrate professional proficiency for teaching Christian Religious Studies in primary and junior secondary schools.
- (b) demonstrate sound knowledge and appreciation of the moral values needed to live as a Christian

- (c). explore the place and significance of religion in life and so make a distinctive contribution to one's search for a faith by which to live.
- (d). express accurate knowledge of God the Father, Son and Holy Spirit needed to live as a Christian in the community.
- (e). radiate attitudes and values which are typical of a mature and responsible member of the Christian community such as love, respect, honesty and service.
- (f). express satisfactory intellectual capacity to benefit from further education in Christian Religious Studies (NCCE, 2004).

## **2. Instructional Multimedia Technologies**

Ditto (2009) contends that multimedia, in computer science, is the presentation of information using the combination of text, sound, pictures, animation, and video. Combination of multimedia elements of text, sound, pictures, animation and video can take varied forms such as games, learning software, and reference materials or encyclopedia. Ditto argues further that most multimedia applications include predefined associations, known as *hyperlinks* that enable users to switch between media elements and topics. In the same vein, multimedia technologies can enhance the scope of presentation in manners that are similar to human minds; for instance, connectivity and interactivity provided by hyperlinks transforms multimedia from static presentations with pictures and sound into an endless varied and informative interactive experience that is much needed in contemporary information age.

Innovative multimedia are multimedia applications that are essentially computer programmes such as Microsoft PowerPoint Presentation; usually stored on compact discs (CD-ROMs). Ditto observes that they may also reside on the World Wide Web, which is the media-rich component of the international communication network known as the Internet. Essentially, instructional multimedia technologies refer to a combination of software and hardware designed for instructional presentations.

## **3. Need for Enhancement of Innovative Multimedia in Pedagogy of Christian Religious Studies in Nigeria Certificate in Education Programme**

UNESCO Institute for Statistics (2009) noted that old and new technologies need to be used in a balanced way. On-the-air and off-the-air radio/radio-cassette, television and offline video-assisted technologies are still considered valid and cost-effective modes of education delivery as important as more interactive computer/Internet-based virtual education or online distance learning (p.15).

Observations have shown that undergraduate students of CRS need both the old and new technologies advocated by UNESCO. Personal interactions with such students have shown that some students dread academic course in Biblical languages such as Hebrew and Greek although the students appreciate the relevance of Biblical language as academic course, rather, the absence of innovative multimedia to enhance their learning is advanced as one of the reasons for lack of interest in the subject matter. Responses of student-teachers attest to the fore-going issue (Source: Author's Fieldwork, 2013):

**(a). Facilities:** Poor teaching facilities and maintenance of available facilities (respondent B, personal communication, January, 2013). That is, inadequate instructional facilities affect teaching and learning in several ways. That is to say, by extension, departments of Christian Religious Studies ought to be equipped with adequate multimedia instructional resources for several course works such as Teaching Methodology of Religion, Biblical World of Old and New Testament, History of Reformation, and Biblical languages.

**(b). Poor Performance:** Problem of too many carry-over courses (respondent D, personal communication, January, 2013). In other words, some students of Christian Religious Studies indulge in examination malpractice for fear of how to overcome too many cases of carry-over courses especially in an era when every candidate of Nigeria Certificate in Education must complete their programme of study within a maximum period of five years.

**(c). Ungodliness:** Lack of fear of God and knowledge of the Scriptures (respondent E, personal communication, January, 2013). This implies that students of Christian Religious Studies who are devoid of godliness and Christian virtues of honesty or hard work voluntarily indulge in examination malpractice irrespective of circumstances or opportunities for success.

**(d). Course Structure:** The nature of the course or examination in questions and the fact that some teachers or lecturers are harsh and their examination questions could be complicated or difficult (respondent A, personal communication, January, 2013). This respondent seems to suggest that attitudinal problem of lecturers could tempt students into examination malpractice.

**(e). Reading Habit:** Some students are not serious in reading their books, let alone their Bible and worse still some are not punctual in lecture or class work (respondent F, personal communication, January, 2013). This respondent seems to have identified one of the major problems accounting for mass failure and too many cases of carry-over courses among students of Christian Religious Studies. Observations corroborate the fact that some students of Christian Religious Studies hardly bend down to read Bible text exhaustively in preparation for examination in Old Testament, New Testament or theological studies. Responses of student -teachers are indicative of causes of mass failure and the need for re-building the moral foundation of learners. Equally worrisome is the problem of inadequate and ineffective utilization of innovative lesson structures and innovative multimedia which will hinder effective delivery of instruction and moral re-building potentials of Christian Religious Studies.

The literature reviewed indicates the need for innovation in pedagogy and needed instructional facilities; in the same vein, the enormity of relevance of instructional multimedia technologies to enhance higher education in Nigeria, and particularly, in colleges of education is readily noted as shown above.

### **Findings and Discussion**

The findings and discussion of this paper is arranged along the sequence of the stated research questions as shown below:

## **1. Strategies Relevant for Enhancing Interactive Multimedia Presentations and Technologies as Innovation in Pedagogy of Christian Religious Studies**

The findings on innovative lesson structures and appropriate strategies for enhancing instruction in CRS have been grouped into the following categories:

(a) **Pedagogical Innovations:** Various methodological approaches should be employed during formal lessons. These include: lecture, inquiry; discussion, dramatization, demonstration, recitation, simulation, tutorial, and field trip. This is in contrast to the old technology of instruction in CRS which adopted rote learning, indoctrination and teacher-centred approaches. The contemporary innovative approach is rather learner-centred through various interactive multimedia technologies. Corroborating the strategies for pedagogical innovation appropriate for CRS classroom, Ebizie (2003) contended in his innovative variety of lesson structures, that, the following should be explored(See Appendix 2):

- (a). Step 1: Statement of lesson objective/test on previous lesson/recapitulation of previous lesson
- (b). Step 2: Concept
- (c). Step 3: Link/variation and extension of concept/demonstration
- (d). Step 4: Explanation
- (e) Step 5: Recapitulation
- (f) Step 6: Test/writing-up of demonstration
- (g) Step 7: Assessment/revision
- (h). Step 8: Revision and link with next lesson
- (i). Final revision

The lesson structures above represent varied approaches that lend support to interactive multimedia technologies, such as integrating Microsoft PowerPoint Multimedia Projection for instructional presentation in CRS classroom of twenty-first century.

## **2. Innovative Instructional Multimedia Technologies in 2012 Edition of Nigeria Certificate in Education Minimum Standards (NCCE) for Christian Religious Studies**

A documentary analysis of the Minimum Standard (NCCE) indicates the following necessary instructional multimedia stipulated for enhanced pedagogy of CRS in NCE programme:

(a). **Classrooms:** The twenty-first century instructional classrooms are expected to be enhanced and enriched with multimedia devices such as internet connectivity for online training and access to online libraries worldwide. Such classrooms should enable CRS students to access information on Biblical World of Old Testament and History of the Church from the period of Apostolic Fathers to contemporary practice of Global Pentecostalism.

(b) **Methodology Laboratory:** Enhanced instructional multimedia for micro-teaching programme should include but not limited to Microsoft PowerPoint Presentation technologies. For instance, Infocus Multimedia Projector, Sony Digital Video Camera and public address system.

**(c) Staff Offices:** Each senior staff should have a comfortable furnished office to himself. There should also be an office for support staff (typists, clerks) with relevant equipment e.g. typewriters, computer, etc. The implications are numerous and varied, effective instructional preparation requires staff offices that are equipped with information and communication technologies.

**(d) Books in the Library:** There must be enough books to cover all the areas of the subject to the ratio of one student to ten books. This stipulation from NCCE can be better achieved with procurement of e-books, audio books and establishment of departmental virtual library for enhanced teaching and learning by students and staff.

**(e) Other Specialised Facilities (Needs):** The list below is instructive and as well indicative of stipulated old and new technologies for instructional purposes. For instance, computer technology in terms of its varied combinations of software and hardware represent essentials of enhanced instructional multimedia technologies for pedagogy of Christian Religious Studies:

- (i) RSV and other recognised versions of the Bible
- (ii) Hebrew texts (iii) Greek texts (iv) Commentary and journals (v) Close-circuit television facilities.
- (f) List of equipment: (i) Typewriters (ii) Computer (iii) Projector (iv) Slides of Bible land and cameras (v) Maps (vi) Radio/video Cassettes (vii) Reading desks
- viii) Tables and chairs

**(g). Human Interface Innovations/Personnel**

- (i). Eight( 8) academic staff with professional teaching qualifications (at least Second Class, Lower Division Degree in C.R.S.) or staff-students ratio of 1:25 per year of study.
- (ii). Other Staff: One typist, one messenger/cleaner, clerical officers and one computer operator.

Often, most members of academic staff of CRS programme complain of work overload and lack of time to utilize available instructional multimedia technologies; observations of the author of this paper have shown, well enough, that, some Colleges of Education in Nigeria do not employ support staff at all or sufficient enough to handle support services. The foregoing issue more or less impairs the human interface innovation or creativity and commitment to acquire and utilize skills in instructional multimedia presentation in CRS programme.

**Conclusion**

The paper identifies innovative instructional multimedia technologies as contained in 2012 Edition of Nigeria Certificate in Education Minimum Standard (NCCE) for Christian Religious Studies and the need for enhancement of innovative multimedia in pedagogy of Christian Religious Studies in Nigeria Certificate in Education Programme. It recommended acquisition of innovative skills, interactivity in instructional multimedia presentation, acquisition of stipulated instructional

facilities in NCCE Minimum Standard for CRS. Similarly, the paper encouraged the use of Bible software and establishment of digital library in CRS departments among all other things.

### **Recommendations**

The following issues have been recommended to enhance use of innovative instructional multimedia technologies in various Colleges of Education in Nigeria.

1. Members of academic staff in Colleges of Education in Nigeria should acquire innovative skills in instructional multimedia technologies, particularly, lecturers in CRS programme.
2. Interactivity in instructional multimedia presentation should be encouraged in CRS classroom.
3. Management staff of various Colleges of Education in Nigeria should assist departments of CRS to acquire stipulated instructional facilities stipulated in NCCE Minimum Standard for CRS programme.
4. Training and re-training of academic staff in CRS departments should be done at regular intervals as newer instructional multimedia technologies keep emerging with time.
5. Bible softwares such as PC Study Bible, Power Bible, Illumina Gold and Easy Worship should be acquired and workshops should be organized to train students and academic on how to use them.
6. Computer applications such as Microsoft word processing, spreadsheet/excel, computer graphics/PowerPoint presentation should be installed in CRS department digital library for students and staff.
7. Appropriate instructional strategies should be evolved to integrate the use of instructional multimedia technologies in CRS programme.

### **References**

- Baiyeri, H. B. (2010). Distance education and quality assurance in the twenty-first (21<sup>st</sup>) century: Implications for Christian religious studies in Nigeria. *School of Vocational Education Journal: Federal College of Education, Eha-Amufu, 5(1)Pp.50-60*
- Ebizie, A. N. (2003). Christian religious studies for teacher education in Nigeria. Enugu: Joglas Productions Ltd.
- Ditto, W. Multimedia. Microsoft® Encarta® 2009 (DVD). Redmond, WA: Microsoft Corporation, 2008.
- Federal Republic of Nigeria, FRN (2004). *National policy on education, 4<sup>th</sup> ed.* Lagos: Nigerian Educational Research and Development Council.
- National Commission for Colleges of Education, NCCE (2012) *Minimum standards for NCE teachers, arts and social sciences, 5<sup>th</sup> ed.* Abuja: NCCE.

UNESCO Institute for Statistics (2009). Guide to measuring information and communication technologies (ICT) in education <http://www.uis.unesco.org>

**Appendix 1**

**Interviewed Key Informants**

**NCE Students of Department of Christian Religious Studies, Federal College of Education, Eha-Amufu, Enugu State, Nigeria**

S/N	NAME/RESPONDENT	LEVEL	GENDER	RELIGION	DATE
1	A	300	FEMALE	CHRISTIAN	23/1/2013
2	B	200	MALE	CHRISTIAN	23/1/2013
3	C	100	MALE	CHRISTIAN	23/1/2013
4	D	300	FEMALE	CHRISTIAN	23/1/2013
5	E	300	FEMALE	CHRISTIAN	23/1/2013
6	F	300	FEMALE	CHRISTIAN	23/1/2013
7	G	100	MALE	CHRISTIAN	23/1/2013

Source: Author's Fieldwork, 2013

***Pedagogy Of Christian Religious Studies In Colleges Of Education In Nigeria: Need For Enhancement With Innovative Multimedia Technologies***

**Appendix 2**

**Innovative Lesson Structures for CRS**

Structure I	STEP 1 Statement of lesson objective	STEP 2 Concept	STEP 3 Link	STEP 4 Concept 1	STEP 5 Recapitulation	STEP 6 Test	STEP 7 Assessment	STEP 8 Revision and link with next lesson
Structure II	STEP 1 Test on previous lesson STEP 2 Statement of lesson objective	STEP 3 Concept I	STEP 4 Variation and extension of Concept I	STEP 5 Link	STEP 6 Concept II	STEP 7 Revision	STEP 8 Test	STEP 9 Assessment

Structure III	STEP 1 Recapitulation of previous lesson STEP 2 Statement of lesson objective	STEP 3 Concept	STEP 4 Link	STEP 5 Concept II	STEP 6 Recapitulation	STEP 7 Revision	STEP 8 Concept III	STEP 9 Test	STEP 10 Assessment	STEP 11 Final revision
---------------	--	-------------------	----------------	----------------------	--------------------------	--------------------	-----------------------	----------------	-----------------------	---------------------------

Structure IV	STEP 1 Test on previous lesson STEP 2 Statement of lesson objective	STEP 3 Demonstration	STEP 4 Explanation	STEP 5 Recapitulation	STEP 6 Writing-up of the demonstration	STEP 7 Assessment	STEP 8 Revision and link with next lesson
--------------	--	-------------------------	-----------------------	--------------------------	---	----------------------	--

Source: Ebizie, A. N. (2003, pp. 32-33)