
**REMODELING BUSINESS EDUCATION METHODS FOR EFFECTIVE
TEACHING AND LEARNING IN HIGHER INSTITUTIONS IN NIGERIA**

USEN, S. M., *PhD*;

GODDY-MKPA, C. P., *PhD*

AND

OKON, F. I. *PhD*

**Department of Business Education,
University of Uyo, Nigeria**

ABSTRACT

Business education, as part of the educational programme in Nigeria, involves the reformation, expansion, and transmission of knowledge and skills through theory and practice with the aim of skilled acquisition. This paper discussed "Remodeling Business Education Methods for Effective Teaching and Learning in Higher Institutions in Nigeria." The paper noted that education is the act of teaching knowledge to others and the act of receiving knowledge from someone else. Remodeling was looked at as a new way or style of doing something. In this case, the remodeling of the business education method entails changing from the conventional method like the demonstration method. The demonstration method involves teaching students through a step-by-step process. These steps include: planning and preparation, introduction of the lesson, presentation of the subject matter, demonstration, use of teaching aids, and evaluation of the lesson. Here, it was explained that new technology (digital tools like Google Classroom and Class Dojo) are options which can be used to remodel business education methods for effective teaching and learning. Effective teaching and learning brings to mind the teacher's behaviour (warmth, civility, clarity), the teacher's knowledge of the subject matter, and the ability to improve students' achievement. It was recommended, among others, that the Federal and State governments in Nigeria should make budgetary provisions for the provision of digital tools (facilities) for effective teaching and learning in universities in Nigeria.

KEYWORDS: Remodeling, Business Education, Demonstration Method, Effective Teaching and Learning, Digital Tools

INTRODUCTION

Education is the act of teaching knowledge to others and receiving knowledge from someone else. Education contributes to making an individual a balanced and fulfilled person in life. Education is a tool for national development, as reasoned by Ovute, Nzubechi and Efeke (2019). The utilization of digital tools such as Google Classroom and Class Dojo will enhance effective teaching and learning in higher institutions in Nigeria. The operation of education in Nigeria is divided into three levels. These are: primary, secondary, and university. The focus of

this paper is at the university level, which is the higher institution. At the higher institutions, many programmes are mounted, including a Business Education programme.

CONCEPT OF BUSINESS EDUCATION

Business education is a type of programme that promotes creativity, self-actualization, and critical thinking, which assists the learners in problem solving and skill acquisition. As opined by Usen, Okon, and Ukpong (2019), business education prepares students for skill acquisition in different specialized areas. It prepares students for office occupations such as secretaries, bookkeepers, and accountants, as well as accounting teachers and e-commerce professionals. Other related business courses include knowledge and understanding of economics, financial, marketing, and management. Presently, as observed by Usen, Okon and Ukpong (2019), business education has a written objectives programme which is stated as follows:

- (a) To provide students with appropriate physical, mental, skills and competences needed in the business world.
- (b) To inculcate the right business attitude for the survival of the individual and the society.
- (c) To provide career information that will help students relate their interest, needs and abilities to occupational opportunities in business.
- (d) To produce business educators who shall impact the needed skills and competencies to up-coming generations.

Furthermore, the Federal Republic of Nigeria (FRN) (2013) in the National Policy on Education stated objectives of Business Education to include;

- i. The inculcation of national consciousness and national unity
- ii. The inculcation of the right types of values and attitudes for the survival of the individual and the Nigeria society
- iii. The training of the mind in the understanding of the world around him/her
- iv. The acquisition of appropriate skills, abilities and competences, with the mental and physical as equipment for the individual to live in and contribute to the development of the society.

The above stated objectives are indications that business education is an important aspect of learning for individuals. As such, it should be given special attention for effective teaching and learning to occur. In consonance with this, Usen, Goddy-Mkpa, and Akpan (2020) agreed that business education is meant to prepare individuals for self-reliance, self-actualization, job-creation, and wealth-creation. The successful implementation of this program will promote individual independence, creativity, economic well-being, and a reduction in Nigerian unemployment. Hence, the best method that will lead to the successful implementation of

business education is to be adopted. All along, business education courses have been taught through the utilization of conventional methods like the demonstration method.

DEMONSTRATION METHOD

The demonstration method is one of the teaching methods that brings the learners into close contact with the teacher and allows them to ask questions for clarification. It creates room for the learner to ask questions, and it enables the learner to physically touch and even utilize the facilities for practical purposes where they are available. This means that the learner can only learn when the teacher is close-by or in the immediate environment. Hence, it can be said that during the COVID-19 period, classes were not held because of the separation of teachers from learners due to the lockdown. With this in mind, Usen, Goddy-Mkpa and Essien (2020) noted that due to COVID-19, it became difficult for students to complete course outlines, take examinations, and graduate on time from school. The long stay at home caused students' frustration and distraction from other activities that had no positive linkage with school and learning activities. This explains why it is necessary to remodel business education methods through the use of digital tools such as Google Classroom and Class Dojo for effective teaching and learning whereby schools can meet the learners even in rural communities. The authors added that digital learning remains an option that the government can utilize to reach out to students in their different nooks and crannies in Nigeria. Accordingly, UNESCO (2020) recommended the use of distance learning programmes and open educational applications and platforms that schools can use to reach learners remotely and limit disruption of education. Here, the idea of the "school meets the learner approach" is necessary. As reasoned by Usen, Goddy-Mkpa, and Essien (2020), it is the ability to upload and share the lesson contents. This uploading and sharing is done through digital tools in order to build on and attain effective teaching and learning at higher institutions.

In teaching, there are many teaching methods that teachers use for teaching in Nigeria. These methods include; Lecturing, recitation, class participation, memorization or combinations and demonstration. Whether a teacher has a preferred teaching methods organically or by actively studying educational theory and pedagogy, it can be helpful to have a comprehensive working knowledge of various teaching methods at one's disposal. In today's school the trend is creativity. It is a known fact that human advancement comes through reasoning. In this write up, demonstration teaching method means a type of teaching method in which the teacher shows by reason or proof, explaining or making clear some topics through the use of examples or experiments.

DEMONSTRATION METHOD OF TEACHING

As noted by Ekeyi (2013), demonstration is a teaching method used to communicate an idea with the aid of visuals such as flip charts, posters, power points, among others. It is the process of teaching someone how to make or do something in a step-by-step process.

The author went further to discuss the following types of classroom demonstrations.

- (a) **Classroom Experiments:** In many disciplines, there are extensive sets of appropriate classroom experiments that allow students to see concepts in action. These

experiments can benefit from interactive lectures. Akinbobola and Afolabi (2009) opined that classroom experiments can be used as a problem-based learning technique to solve students' academic challenges. In the demonstration format, before taking part in an experiment, students can predict the outcome so that attention will be focused on the main concept to be learned. Reflection after the experiment can help students appraise what was learned and transfer this understanding to another context.

(b) Classroom Surveys: Survey data from students' own lives can show the application of concepts. Because everyone's data is needed, surveys involve all students. And, because the outcome is not predetermined, surveys create a sense of uncertainty that may be absent in textbook presentations. The interactive lecture–demonstration format focuses student attention on the underlying concept, often revealing contradictions between student predictions and what the data actually shows.

(c) Data Analysis: Analysis using data is most effective if the data shows a surprising result. Data analyses can be relatively straight-forward, asking students to graph or otherwise manipulate a given set of data, while more sophisticated data analyses may require students to find data on their own or to conduct statistical analyses.

(d) Simulations: This is another type of demonstration method. Here, classroom instructors often ask "what if" questions that are then answered by simulations. Ameh and Dantani (2012) stated that the interactive demonstration approach can be used to engage students in this analysis, first asking them to make a prediction, including, if possible, a description of their underlying economic model, even if it is not well specified. The simulation demonstration then offers concrete results, prompting the student to revise or clarify their prior view.

In order to make a success of demonstration method three things are important:

- (i) The object being displayed during demonstration should not be small.
- (ii) During the demonstration, the clear language should be used so that students may understand concept easily.
- (iii) The students should be able to question teachers in order to remove their difficulties.

CHARACTERISTICS OF DEMONSTRATION METHOD

There are some characteristics that associated with the demonstration method of teaching as listed by Umar, Zarifah and Haslinda (2018).

- (1) The demonstration is done in a simple way.
- (2) Attention is paid to all students.
- (3) Goals and objective of demonstration is very clear
- (4) It is well planned method

- (5) Time is given for rehearsal before the demonstration.

Further, there are six steps involve in demonstration method, for instance;

- (a) Planning and preparation
- (b) Introduction of the lesson
- (c) Presentation of the subject matter
- (d) Demonstration
- (e) Use of teaching aid
- (f) Evaluation of the teaching

Even though the demonstration method can be used in teaching students, it is not an effective teaching and learning method in this modern era. As such, Michigan (2020) wrote that teachers need new pedagogies for teaching in higher education because, in the demonstration method, the teacher has to be there before the students, that is, have personal contact so that students can ask questions for clarification. During a lockdown period where students are scattered in different parts of the country, this method cannot be utilized for effective teaching and learning.

In support of this, Akinyede and Adepaju (2010) noted that one of the sure ways of raising the standard of Nigeria's education, notably the higher education system, is the complete and uninterrupted access to modern technology. The authors added that connecting schools to the internet in higher institutions is a foundational aspect and driver of transformative learning. Effective teaching will bring about transformative learning, creativity, and skill development for individual benefit and the benefit of society.

REMODELING USING DIGITAL TOOLS

However, there are many digital tools available on the internet, such as Google Classroom, Class Dojo, Edmodo, Moodle, Schoology, among others. The concentration will be on the use of Google Classroom and Class Dojo as modern digital tools for effective teaching and learning to replace the conventional teaching methods. Likely, the demonstration method will be explored. The aim is to show how the remodeling of the business education method will lead to effective teaching and learning.

(a) **Google Classroom:** This is a free web service developed by Google for schools that aims to simplify the process of creating, distributing, and grading assignments. Google Classroom integrates docs, sheets, slides, Gmail, and calendar into a cohesive platform to manage student and teacher communication. When using Google Classroom, students can be invited to join a class through a private code or be automatically imported from a school domain. Kerr (2014) confirmed that teachers can remotely monitor the learning activities of students through the utilization of this platform and that it helps educational institutions go paperless.

(b) **Class Dojo:** This is another form of digital platform that can be used in teaching in this modern era where technology has taken over physical contact in teaching and learning. Class

Dojo is a digital tool that connects school teachers, students, and families through communication features such as a feed for photos and videos from the school day. Accordingly, Bharti (2014) ascertained that Class Dojo enables teachers to note feedback on students' skills and create a portfolio for students so that families can be aware of school activities outside of meetings with the teachers.

These two digital tools (Google Classroom and Class Dojo) can be used to remodel the business education method in Nigeria. Business education is a skill-oriented programme. Notably, these tools can combine distance, remote learning and practical teaching for the satisfaction of students' needs, attention, and interests, meaning that school can meet the learner even in the interior environment. These digital tools will enable the availability of more new materials for teaching and learning. Both students and teachers will be exposed to new ideas as practiced or discovered in other countries, which will contribute immensely to effective teaching and learning. Through these e-learning gargets, students and teachers can engage in practicals, and normal interactions (questions and explanations for clarifications) can take place to still produce skilled graduates. This is supported by a study conducted by Usen, Goddy-Mkpa, and Essien (2020) which showed that interactive classes were held between lecturers and students during the COIV-19 pandemic and lockdown due to the utilization of digital tools. In support, Tanimu et Mairiga (2020) and Atim (2020) noted that in this case, effective teaching and learning took place amidst the COVID-19. With the availability of digital tools, the business education method can be remodeled through the impartation of knowledge, ability, and creativity to the learners by the teachers. Here, the skilled needs of the students can be effectively supplied. Moreover, this is to say that through the remodeling of the business education method with new technology (digital tools), effective teaching and learning can occur.

This modern era needs modern digital tools for effective teaching and learning. Here, Tanimu and Mairiga (2020) tabulated the different digital technologies that could be utilized to include:

S/N	Online Tools	Applications
1	Zoom	Cloud – based video conferencing services. It can also serve as a viral classroom with teacher and student participation through chat. Sessions can be recorded to be viewed later.
2	Kaltura	A video e-learning solution for educational institutions and organizations to train students and employees.
3	Google Classroom	Simplify how to create assignments, get the grade out to the students, and provide feedback efficiently in a paperless way.
4	Canva	For easy creation of presentations and projects instantly using various available online templates.
5	Flipped classroom model	Help in demonstrating events that have traditionally taken place inside the classroom to take place outside the school and vice versa.
6	Kaizala	Used for posting training, quizzes, and assignments online efficiently.
7	MOOC	Offers learning opportunities to teachers across the globe by receiving a lot of input on varied topics, sharing views etc.

8	WebEx	Allow teachers to host video meetings with ease. Can also serve as a virtual classroom with teacher and students participation through chat.
9	Bevywise (IOT) Simulator	Allows the sharing of interactive models with your students without installing any software on their computers. Helps student to test and create templates, connects multiple devices to the manager application.
10	MOODLE	An excellent tool for learning and assessing students' performance and generating feedbacks.
11	Docebo	A software that offers a learning portal for teachers and students, companies and their employees are well as partners and customers.
12	WizIQ Virtual Classroom	This is a virtual classroom that offers all the tools and resources needed to replicate physical classroom online.
13	Elucidat	This allows the creation of excellent interactive e-learning content efficiently than some of the other online tools.
14	Blackboard Learn	It is an online application tool for teaching and learning, and knowledge sharing. It is flexible and centered on student achievement.
15	Adobe Captivate	Allows creation of aesthetically – designed, fully responsive e-learning content with a smart authoring tool in just a few minutes without programming. Also allow amplification of video based learning by quickly adding interactivity to videos, which you record yourself, or bring in from You Tube and drive up learner engagement.
16	Bamboo Learning	This voice-based e-learning instructional tools cover a range of academic subjects, including mathematics, listening comprehension and social studies. The unique nature of voice technology promotes active conversational learning, which is highly beneficial during social distancing.
17	Microsoft teams	This is a digital hub that brings conversations, contents and assignments together in one place, allowing educators to create vibrant learning environments, quickly converse with students, share files and websites, grade and assignments.
18	Google hangout (meet)	This video conferencing tools that allow users to collaborate at a distance, instant message, video chat, and share photos, computer screens and files. Also allow engagement of students in collaboration outside of the classroom.
19	Skype	Skype is a video conference platform that provides a variety of educational opportunities for active online classrooms. Students can connect with other students as well as their teachers, increase their knowledge, learning progress, monitor and assess.
20	Edubakery.com	It provides puzzles which can either be downloaded or created. Using the same or different vocabulary, you can construct crosswords, bingo cards, word searches, or word scrambles that will aid in learning processes.
21	Dave's ESL Café	It has one of the most extensive collections of lesson plans and quizzes

		and very active forums for ESL teachers and students.
22	Class Dojo	It helps to connect school teachers, students and families. It assists teachers to note feedbacks on students' skills.

DIGITAL TOOLS FOR EFFECTIVE TEACHING AND LEARNING

Digital tools are the different instruments available on the internet that could be used for effective teaching and learning. Nowadays, digital learning is replacing conventional methods whereby teachers and learners interact in a virtual classroom and physical contact is removed. With this new system in place, there is a need to adopt the available digital tools for effective teaching and learning in higher institutions in Nigeria. Hence the necessity to remodel the business education method.

REMODELING BUSINESS EDUCATION WITH THE NEW METHOD OF TEACHING

Remodeling refers to the act of changing or altering the structure, style, or form of something. It involves structural reorganization or changes in methods of teaching in business education. Higher institutions are the apex level of education in Nigeria. At this stage of education, the learner has much to learn and to prepare to end up specializing in one field.

BENEFITS OF REMODELING BUSINESS EDUCATION METHODS WITH DIGITAL TOOLS

1. Learners can be reached at remote areas
2. Teachers and learners can meet to have classes without physical contact
3. It creates room for continuous teaching and learning even when school is not in session
4. It helps to raise the standard of education in Nigeria
5. Nigerian students can complete favorable with others outside Nigeria
6. High tuition fees that make higher education impossible for some people will be made affordable due to less cost of using digital platform.

EFFECTIVE TEACHING AND LEARNING WITH DIGITAL TOOLS

Effective teaching and learning can be looked at in many ways, including teacher behaviour (warmth, civility, clarity), teacher knowledge of the subject matter, of students, teacher beliefs and others. According to Modebelu and Nwakpadolu (2013), effective teaching and learning refers to the degree to which goals are achieved through teaching. Effective teaching of business education will definitely result in effective learning of business education, which is the attainment of the objectives of national policy on education. Effective teaching and learning in business education is dependent upon the interaction between the teacher's knowledge of the subject matter and teaching abilities and skills. As reasoned by Uwa and Ododo (2019), effective

teaching is the process whereby a teacher is able to bring out the desired change in behaviour of the learner.

The authors added that every teacher must be effective, liberally educated, and current in subject matter and its pedagogy, aware of what is expected of teachers and schools, skillful and conscientious in planning, preparing for, and carrying out instruction, respectful towards students and concerned about their welfare, and actively involved in faculty, professional, and community affairs. This, by implication, means effective teaching entails serious preparation for teaching through the utilization of modern digital tools for delivery of instructions, employing total classroom management and welcoming feedback from the learners. Uwa and Ododo (2019) stated that effective teaching and learning involves proper lesson planning, making the learners pay attention to the lesson in progress, and internalizing the lesson in order to acquire the skills and attain the desired goals at higher institutions. It is on this note that the business education method has to be remodeled if effective teaching and learning is to be achieved. Effective teaching is the ability to improve students' achievement as shown by research. Hence, effective teachers strive to motivate and engage all their students in learning rather than simply accepting that some students cannot be engaged and are destined to do poorly. They believe every student is capable of achieving success at school, and they do all they can to find ways to make each student successful.

The elements of effective teaching: students' success depends on effective teaching not just occasionally, but every day in every classroom and school. Effective teaching impacts students' academic, physical, social emotional, and behavioural well-being. Uwa and Ododo (2019) affirmed that effective teaching occurs best when all education stakeholders, including parents, policymakers, community members, and educators, share responsibility for continuous improvement and student achievement. Effective teaching involves preparation, the setting of clear and fair expectations, possessing a positive attitude, being patient with students, and assessment of teaching on a regular basis.

CHARACTERISTICS OF EFFECTIVE TEACHING

The following are the characteristics of effective teaching as posited by Modebelu & Nwakpadolu (2013).

1. Begin class promptly and in a well organized way
2. Treats students with respect and caring
3. Provides the significance/importance of information to be learned
4. Provide clear explanations, practice effective classroom management
5. Use active hands – on student learning
6. Varies his/her instructional techniques
7. Provide frequent and immediate feedback to students on their performance
8. Provide many concrete, real-life, practical examples

9. Creates a class environment which is comfortable for students, allow students to speak freely
10. Reflects on own teaching to improve it.

EFFECTIVE TEACHING STRATEGIES

(1) **Visualization:** The ability to bring dull academic concepts to life with visual and practical learning experiences helps students to understand how their schooling applies in the real world. Students who are slow learners are made to feel like they belong by the activities of the teacher to accommodate them through learning activities created especially for them by the teacher.

(2) **Cooperative Learning:** This is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. It is the process of breaking a classroom of students into small groups so they can discover a new concept together and help each other learn. The idea of cooperative learning has been around for decades, but it never got to the same prominence as blended learning or differentiated learning.

(3) **Inquiry-based Instruction:** This is a form of active learning that starts by posing questions, problems, or creating scenarios. It is a learning and teaching approach that emphasizes students' questions, ideas, and observations. This form of learning enhances comprehension rather than memorizing facts and taking notes. Students are now encouraged to discuss ideas among their peers.

From the student's point of view, inquiry-based learning focuses on investigating an open question or problem. They use evidence-based reasoning and creative problem-solving to reach a conclusion, which they must defend or present. This approach, as reasoned by the teacher, focuses on moving students beyond general curiosity into the realms of critical thinking and understanding. Here, teachers must encourage students to ask questions and support students through the investigation process, understanding when to begin and how to structure an enquiry activity. Using methods such as guided research, document analysis, and question-and-answer sessions, teachers can run inquiry activities in the form of case studies, group projects, and research projects, among others.

(4) **Differentiated Learning:** It is simply learning styles and social learning theory, utilizing teacher pedagogy as the arbitrator. It is a framework or philosophy for effective teaching that involves providing all students within their diverse classroom community of learners a range of different avenues for understanding new ideas. Strategies for differentiated learning include:

- (1) Differentiated through teams
- (2) Reflection and goal setting
- (3) Through voice and choice in products.
- (4) Through formative assessment
- (5) Through mini-lessons, centers and resources

- (6) Balance teamwork and Individual work.

There are also some importance attached to differentiated learning such as: (a) in the classroom, teachers to manage what students learn (b) how the learn it (c) how students are assessed.

The flexibility differentiated instructions allows teachers to maximize individual growth in the course content.

(5) **Technology in the Classroom:** Technology has come to create and increase student interest and sustain the attention of students in the classroom. There are several ways in which teachers can sustain learning using technology. These are:

- (a) Gainified learning: This involves creating computer games for students to learn with questions and answers.
- (b) Digital field trips: This is a matter of letting students through virtually through parks, forests even national and international land marks from the classroom
- (c) Integrate social media: Here the teacher can integrate social media to classroom usage where curriculum, classroom resources or create a platform where discussions, questions and answers can take place.
- (d) Gather students feedback: The use of online surveys and polls to perform daily or weekly checking with students to get their opinions on lessons and address lingering questions and concerns is helpful and builds effective teaching and learning.
- (e) Creating digital content: This involves a different means whereby the course content can be created for students sharing. This will provide options for students to express themselves through blogs, videos, podcasts, e-books, flyers and other digital arts or other means they feel comfortable, to flourish as learners.
- (f) Using a shared online classroom calendar: Teachers develop a shared online calendar for the classroom through google calendar or a similar program for positing important updates.
- (g) Review and critique webpages: Here teachers help to empower students with digital literacy to analyse and discern reliable web pages and sources from unreliable ones by reviewing them together. It helps to develop and communicate standards for what makes a good source.
- (h) Incorporate video and multimedia into lessons and presentations.
- (i) Online activities for students who finish work early.

Here, teachers set up learning stations to encourage and support students working at their own pace. Students can also visit a learning station and watching videos, playing learning-based games or exploring other online activities related to learning.

(6) **Behaviour Management:** Behaviour management refers to deliberate ways that the teacher nurtures positive behaviour in students while discouraging negative behaviour. In order to promote classroom behaviour management, the teacher is to:

- (a) Engage the class in setting behaviour expectations.
- (b) Provide immediate but subtle corrections
- (c) Model and promote positive behaviours
- (d) Encourage the fast learners and support the slow learners to move forward to keep face with others.
- (e) Engage parents with positive communication opportunities.

CONCLUSION

Business education is a skill-oriented programme, hence it relies heavily on practicals so as to produce graduates with marketable skills. With the advent of new technology, the conventional method of teaching, which is the demonstration method, is overwhelmed. Hence, the business education method needs to be remodeled through the utilization of digital tools. This article concentrated on Google Classroom and Class Dojo. Effective teaching and learning in this work is the ability of the teacher to improve students' achievement, motivate and engage all of them in learning. It involves preparation, setting of clear and fair expectations, posing a positive attitude, being patient with students, and assessment of teaching on a regular basis. Higher institutions in Nigeria need to be updated with modern digital tools for teaching and learning so as to stay current in this globalised world.

RECOMMENDATIONS

1. The Federal and State government in Nigeria should make budget for provisions of digital tools (facilities) for effective teaching and learning in Universities in Nigeria.
2. The management of Universities (Federal and State) should give yearly mandatory report on the situation or state of the existing facilities in the different Universities to the respective government concern.
3. Federal and State government should provide conducive working environment and good welfare package for lecturers to encourage effective teaching and learning in the Nigeria Universities.

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