META-COGNITIVE INSTRUCTIONAL APPROACHES: IMPLICATIONS FOR THE IMPLEMENTATION OF THE NIGERIAN SENIOR SECONDARY SCHOOL BIOLOGY CURRICULUM

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Abstract

The biology curriculum for senior secondary schools which lays emphasis on conceptual thinking and acquisition of laboratory techniques and skills is being implemented by teachers using traditional or conventional methods which can only support rote learning. This mismatch between the objectives and structure of the curriculum on one hand and the implementation modality on the other is a principal causative factor in the consistent poor performance of students in the subject. In this paper therefore, attempt was made to propose some of the productive instructional approaches that sufficiently challenge the students’ thinking and make them consciously aware of their own thinking processes in the context of the implementation of the senior secondary school biology curriculum. Drawing from four of such approaches, the implications of adopting metacognitive instructional approaches in the implementation of the biology curriculum were highlighted.