

AN INVESTIGATION OF AUTHENTIC LEARNING EXPERIENCE OF PRE-SERVICE TEACHERS IN A NIGERIAN COLLEGE OF EDUCATION

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ABSTRACT

The study investigated the authentic learning experiences among pre-service teachers in a College of Education. Two hundred pre-service teachers were randomly sampled for the study. 50 students each from science and technical education while 100 students were from vocational education. Data were collected using questionnaire and interview. Analysis of the data was done using frequency counts, percentage, and descriptive statistics. Findings revealed that science and technical education students had an authentic learning experience, except that the students received lecture through the traditional lecture method. Vocational education had an inadequate authentic learning experience because their learning had only five elements out of the nine authentic elements investigated. Some recommendations were suggested.

Keywords: Authentic learning, science education, technical education, vocational education.