**BAYERO UNIVERSITY, KANO (BUK)**

**FACULTY OF EDUCATION**

**DEPARTMENT OF EDUCATION**

**B A Ed Arabic**

**Summary of the 70% by Programmes and levels and the Balance of the 30%**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Level** | **Specialization** | **Education** | **General** | **Total (70%)** | **Balance (30%)** | **Grand Total (100%)** |
| L100 | 10 | 2 | 4 | 16 | 14 | 30 |
| L200 | 12 | 2 | 4\* | 18 | 12 | 30 |
| L300 | 18 | 6 | 4 | 28 | 6 | 34 |
| L400 | 14 | 6 | - | 20 | 10 | 30 |
| **Total (%)** | **56** | **16** | **12** | **82** | **42** | **124** |

\*GST 223 (Introduction to Entrepreneurship) with no course description was not considered. This is because another similar GST course (ENT 211 - Entrepreneurship and Innovation) is provided.

**Details on the 30% Balance**

**100 LEVEL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-EDU 102 | Psychology Applied to Classroom I | 2 | Core | 30 | - |
| BUK-EDU 103 | Introduction to Educational Laws and Policies in Nigeria | 2 | Core | 30 | - |
| BUK-EDU 104 | 21st Century Education | 2 | Core | 30 | - |
| BUK-EDU 105 | Philosophical Issues in Nigerian Education | 2 | Core | 30 | - |
| BUK-EDU 107 | Introduction to Economics of Education | 2 | Elective\* | 30 | - |
| BUK-EDU 108 | Islamic Psychology of Education | 2 | Elective\* | 30 | - |
| BUK-EDU 109 | Islamic Education in Sub-Saharan Africa | 2 | Elective\* | 30 | - |
| **Total** | | **14** |  |  |  |
| **Total Units to be registered by the students** | | **14** |  |  |  |

\* Students are expected to select ALL the ***three*** (**3**) Electives to make up the requirement **14** units

**200 LEVEL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-EDU 203 | ICT in Education | 2 | Core | 30 | - |
| BUK-EDU 204 | Psychology Applied to Classroom II | 2 | Core | 30 | - |
| BUK-EDU 205 | Introduction to Guidance and Counselling | 2 | Core | 30 | - |
| BUK-EDU 206 | Introduction to Educational Administration and Planning | 2 | Core | 30 | - |
| BUK-EDU 207 | Sociological Theories and Issues in Education | 2 | Elective\* | 30 | - |
| BUK-EDU 208 | Citizenship Education | 2 | Elective\* | 30 | - |
| BUK-EDU 209 | Education Finances in Nigeria | 2 | Elective\* | 30 | - |
| **Total** | | **14** |  |  |  |
| **Total Units to be registered by the students** | | **12** |  |  |  |

\*Students are expected to select ***two*** (**2**) Electives to make up the requirement**12** units

**300 LEVEL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-EDU 303 | Subject Teaching Methods | 2 | Core | 30 | - |
| BUK-EDU 304 | Basic and Secondary Education Curriculum in Nigeria | 2 | Core | 30 | - |
| BUK-EDU 305 | Continuous Assessment | 2 | Core | 30 | - |
| BUK-EDU 307 | Drugs and Behaviour Problems in Schools | 2 | Elective\* | 30 | - |
| BUK-EDU 308 | Ethical Issues in Teacher Education | 2 | Elective\* | 30 | - |
| **Total** | | **10** |  |  |  |
| **Total Units to be registered by the students** | | **6** |  |  |  |

\*The **6** core credit units suffice. However, a student ***may*** select ***any*** Elective but it will count as an addition to his/her graduation requirements

**400 LEVEL**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Code** | **Course Title** | **Units** | **Status** | **LH** | **PH** |
| BUK-EDU 402 | Educational Laws and Policies in Nigeria | 2 | Core | 30 | - |
| BUK-EDU 403 | Educational Administration and Planning | 2 | Core | 30 | - |
| BUK-EDU 404 | Guidance and Counselling | 2 | Core | 30 | - |
| BUK-EDU 405 | Classroom Behaviour Management | 2 | Core | 30 | - |
| BUK-EDU 406 | Measurement of General and Special Abilities | 2 | Elective\* | 30 | - |
| BUK-EDU 407 | Girl-child Education and Development | 2 | Elective\* | 30 | - |
| BUK-EDU 409 | E-Testing in Basic and Secondary | 2 | Elective\* | 15 | 45 |
| BUK-EDU 410 | School to Work in Teacher Education | 2 | Elective\* | 30 | - |
| BUK-EDU 411 | Value Education | 2 | Elective\* | 30 | - |
| **Total** | | **18** |  |  |  |
| **Total Units to be registered by the students** | | **10** |  |  |  |

\*Students are expected to select ***one*** (**1**) Elective to make up the minimum requirement of 30 units

**BUK-EDU 102: Psychology Applied to Classroom I (2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Expertise is very important to effective functioning in any profession, so is it in teaching. The pertinent question is how do professional teachers attain the knowledge and skills needed to become experts? Expertise in teaching is attained from educational psychology, an academic discipline well-thought-out to examine human teaching and learning. Of course, the knowledge of learners and how leaning takes place, like knowledge of content, is desirable for teacher development. Thus, a course on psychology as applied to teaching is very relevant to teachers under training.

**Overview**

Psychology is concerned with objective procedures of studying human behaviour. It objectively answers the question how does an individual behave the way he behaves? Teaching and learning entails manifestation of human behaviours both from the teacher and the student. As such, various theories and propositions on human behaviour are very relevant to teaching and determine the way learning occurs. For instance, how does learning take place? What factors influence learning? What are the basic conditions of learning? When is student ripe to learn what behaviour? How is different behaviour manifestations of students be manage to assist them attain the required learning domains? Answers to these questions are sought within the scope of psychology. Therefore, psychology has a lot to offer to the field of education.

**Objectives**

The objectives of the course are to:

1. Introduce to the students field of educational psychology by focusing on some fundamental processes of learning
2. Make the teacher trainees to appreciate how learning takes place with a view to assisting students learn effectively
3. Acquaint the students with approaches to learning so as to adopt or adapt them during teaching-learning processes
4. Make the student teachers appreciate the learner variability so as to provide for the individual needs for the students
5. Familiarize the students with readiness factors for leaning so as to tailor the learning contents based on the maturity and experience of his students
6. Accustom the student teachers with those cognitive (intelligence) and affective (motivation) factors that influence students’ readiness to learn
7. Make the students to comprehend those cognitive processes that make learners recall, retain and forget materials learnt so as to poster in them (learners) positive and mastery learning
8. Make the student teachers be aware of the course of transfer of learning so that they help students to make use of what they learnt in other occasions

**Learning Outcomes**

At the end of the course, students should be able to:

1. Explain the meaning and scope of educational psychology
2. Discuss the contribution of psychology to the field of education
3. Use the principles of learning from the connectivitist’s, behaviourist’s and cognitive field theories to describe the teaching of some contents from areas of specilaization
4. Discuss the applications the principles of learning in teaching-learning situations
5. Define andexplain “readiness to learn”.
6. Explain the role of maturation and experience learning
7. Identify and explain those factors of difference among learners/students
8. Define motivationand explain its significance to learning
9. Describe how a teacher can facilitate retention and mar forgetting in his teaching activities
10. Discuss how a teacher can facilitate transfer of learning in his teaching activities

**Course Contents**

Nature and scope of educational psychology; Historical overview of psychology; The various schools of psychology; Psychology and its relationship with education; Introduction to learning theories: Behaviourism and Cognitive field theories; Implications of the theories for learning and teaching; Readiness factors to learning; The role of maturation and experience in learning; Individual differences and their impact on learning: Intelligence, social, physical and attitudinal factors of difference; Influence of heredity and environment on intelligence; Implication of the differences to learning; Introduction to motivation and its relation to learning; Remembering and forgetting: stages of memory, recognition and recall; Causes of forgetting and factors affecting retention; Implications of remembering and forgetting for teaching and learning; Transfer of learning: learning sets, learning to learn; teaching for transfer.

**BUK-EDU 103: Introduction to Educational Laws and Policies in Nigeria (2Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Educational laws and policies encompass laws, regulations and rules governing the school systems, teachers’ rights, students’ and job security rights, parents’ rights and the rights of many other stakeholders. Laws and policies are intended to help school teach students efficiently, fairly and safely. Educational policies help to determine how students are taught, what they are taught, and how schools manage students and school personnel. Educational policies help to determine how the school can be financed, governed and control. They set goals to be achieved and how they are to be achieved. A study of the past as well as the present education laws and policies will enable teachers in training to know what type of education they had and the purpose it served in the past, this is in addition to knowing their rights, job security, and what is expected of them.

**Overview**

The Nigerian education system has witness and has passed under several laws, ordinances, edicts and policies. In order to make the students’ teachers to appreciate the various aspects of their past educational process so as to link them to the present, a course in education laws and policies is very essential.

This course therefore, introduces to the students the study of educational laws and policies Nigerian education system has passed through. An overview of Educational laws, edicts and ordinances before independence, post-independence and to the present date will be examined. In addition an examination and analysis of some Nigerian education policies, the 6334 National Policy and its subsequent reviews, UBEC Act; and hosts of other education policies recently promulgated will be made.

**Objectives**

The objectives of the course are to:

1. Help teachers in training to appreciate the various aspects of the past educational laws and polices so as to link them to the present ones.
2. It enables teachers in training to know how the past colonial laws and ordinances shape the Nigerian education today.
3. Acquaint the teacher trainees with the opportunity of knowing the indigenous educational laws and policies that consolidated the colonial education into national system
4. Inform the students about the National Policy of Education (the 6334 system) and its subsequent reviews
5. Familiarise the students with prominent national educational policies such as the UBEC Act; Teachers Registration Council of Nigeria (TRCN); Counselling Practitioners Council of Nigeria (CPCN); National Policy on Inclusive Education etc.

**Learning Outcomes**

At the end of the course, students should be able to:

1. define ordinance and edicts;
2. differentiate with examples between education laws and policies;
3. Outlinefive (5) of the colonial education laws and ordinances;
4. discuss the Ashby Report of 1959;
5. explain the 6334 education policy and its revised versions;
6. discuss the Nomadic education policy;
7. discuss the main thrust of the UBE Act;
8. discuss the functions of Teachers Registration Council of Nigeria (TRCN);
9. discuss the influence of international agencies on educational policies in Nigeria;

**Content**

The concepts of educational law and educational policy; distinction between laws and edicts, and laws and policies;An overview of Educational laws and ordinances before independence; the Ashby Report of 1959. Post-independence education laws: the education edicts of 1966 -1979; educational laws of the second republic (1979 – 1983); educational edicts of 1983 -1999; educational laws of 1999-2004; examination of some Nigerian education policies: The 6334 National Policy.Reviews of National Policy on Education; Nomadic education policy; UBEC Act; Teachers Registration Council of Nigeria (TRCN); Counselling Practitioners Council of Nigeria (CPCN); National Policy on Inclusive Education; Minimum Standards for safe schools; The influence International Agencies on education policies in Nigeria; Legal aspects of Nigerian educational system

**BUK-EDU 104:** 21st Century Education (2 Units, Compulsory, LH 30)

**Senate Approved Relevance**

21st century remains highly competitive and survival requires adoption of relevant skills. Knowledge and application of 21st century skills enable solving of complex problems through application of critical thinking and dynamic application of technology. Developing key 21st century skills e.g. critical thinking, problem solving and teamwork/collaboration, communication, creativity and society is destined to a have more accomplishments and develop into an independent one economically. The key 21st century skills empower students with the skills to succeed in the job of tomorrow by giving them opportunities to immerse themselves into projects and activities that enable them acquired skills and develop an innovative mindset. That is why 21st century education will help students prepare for jobs that haven’t even been created yet.

**Overview**

The course intends to highlight the importance of 21st century skills being drivers of development to solve complex programme as well as preparing students for jobs including those that are yet created. The course will assist students develop and appreciate the relevance of 21st century skills - critical thinking, problem solving, creativity, communication and teamwork which fundamental to the survival of education industry and beyond.

**Objectives**

At the end of the course, students should be able to

1. Explain the teacher as important component of educational system
2. Identify pedagogies relevant to the 21st century Skills
3. Explain student engagement in relation to 21st century skills
4. Discuss student performance in relation to 21st century skills
5. Discuss critical thinking as a component of key 21st century skills
6. Discuss problem solving as a component of key 21st century skills
7. Discuss teamwork as a component of key 21st century skills
8. Explain Creativity as a component of key 21st century skills
9. Explain communication as a component of key 21st century skills
10. Explain collaboration as a component of key 21st century skills
11. Describe professional development of teachers and 21st century skill

**Learning Outcome**

At the end of the course, students should be able to

1. Explain the teacher as important component of educational system
2. Identify pedagogies relevant to the 21st century Skills
3. Explain student engagement in relation to 21st century skills
4. Discuss student performance in relation to 21st century skills
5. Discuss critical thinking as a component of key 21st century skills
6. Discuss problem solving as a component of key 21st century skills
7. Discuss teamwork as a component of key 21st century skills
8. Explain Creativity as a component of key 21st century skills
9. Explain communication as a component of key 21st century skills
10. Explain collaboration as a component of key 21st century skills
11. Describe professional development of teachers and 21st century skill

**Course Content**

Teachers and education system; teacher and 21st century skills development, teacher and modern pedagogies; Definition of key components critical thinking, problem solving, teamwork, collaboration, communication and creativity; Types of critical thinking, problem solving, teamwork, collaboration, communication and creativity; critical thinking, problem solving, teamwork, collaboration, communication and creativity and classroom setting. Professional development of teachers to enhance delivery of 21st century skills and situation analysis of 21stcentury skills in education system; 21st century skills and student engagement, 21st century skills and student performance

**BUK-EDU 105: Philosophical Issues in Education (2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Philosophers have argued that philosophy is teaching and teaching is philosophy. This claim really implies that philosophy has much to offer to teaching profession. It is a fact that philosophy is a backbone for nearly every field of study. Without philosophy, there would have no science and many of the social sciences. Philosophy has been regarded as an essential part of knowledge. Therefore, philosophy is important to for teachers. It provides a framework for understanding the goals, methods, and values of education. Philosophy makes one to think clearly, to create sound arguments and ideas. These are the qualities required of a teacher. Therefore, philosophy of education is highly relevant to teacher education.

**Overview**

The course philosophy of education is expected to expose the students’ teachers with philosophical foundation of knowledge and teaching. Philosophical issues such as the objects of teaching; knowledge, ideology and teaching; and relativism and the autonomy and authority of the teacher would be examined in the course. Other relevant areas to be examined include Education, economic development and social welfare; freedom and education; Religion, morality and education; Social justice and the distribution of knowledge; and education and national unity.

**Objectives**

The objectives of the course are to:

1. Familiarize the students with the philosophical bases of knowledge and teaching.
2. Make the students understand the objects of teaching beliefs, skills, desires, habits and emotions.
3. Acquaint the students with the relationship between knowledge, ideology and teaching.
4. Make the students appreciate the doctrine, authority and autonomy of the teacher.
5. Make the student teachers appreciate utilitarianism and education and conflict between utility, justice and truth.
6. Make the students appreciate the relationship between freedom and education, freedom and compulsory education; and the concept of academic freedom.
7. Acquaint the students with the relationship between religion, morality and education.
8. Familiarize the students with concepts of social justice and distribution of knowledge.
9. Assist the students to understand the place of education in national unity and cultural diversity.

**Learning Outcomes**

At the end of the course, students should be able to:

1. discuss the relationship between teaching and knowledge;
2. explain the objects of teaching beliefs and skills;
3. explain the relationship between knowledge, ideology and teaching;
4. examine the relationship between utilitarianism and education;
5. discuss the conflicts between utility, justice and truth in education;
6. critically explain freedom and autonomy as aims of education;
7. discuss the concept of academic freedom;
8. discuss the conflicting accounts of morality;
9. account for the teaching of morality;
10. explain the concepts of rights and justice and their relation to education;
11. account for cultural tradition and cultural variety and the place of education.

**Course Contents**

**Section A: Knowledge and teaching:** Philosophy and educational judgements; knowledge and action; teaching and the growth of knowledge; objects of teaching beliefs, skills, desires, habits, emotions; knowledge, ideology and teaching; relativism and the authority of the teacher, autonomy, authority and social knowledge.

**Section B: Education, economic development and social welfare:** Economic development as an educational aim; utilitarianism and education, varieties and problems of utilitarianism; conflicts between utility, justice and truth

**Section C: Freedom and education:** freedom and autonomy, autonomy as an educational aim; toleration in education, freedom and compulsory education, academic freedom.

**Section D: Religion, morality and education:**religious knowledge, the relation between religion and morality; conflicting accounts of morality; moral knowledge and moral relativism; the teaching of morality.

**Section E: Social justice and the distribution of knowledge:** rights and justice; status; entitlement and the free exchange of knowledge, fair competition and reverse discrimination; opportunities and interest in education.

**Section F: Education, national unity and cultural tradition:** State, nation and nationalism; criticisms of nationalism; cultural tradition and cultural variety.

**BUK-EDU 107: Introduction to Economics of Education (2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

A teacher is not a Jack of all trade but someone who must be knowledgeable of issues related to education. Economics of education, the study of economics issues related to education, is an area worthy of knowing to every professional teacher. Issues such as demand for education, the financing and provision of education, cost benefits and analysis as applied to education, scale of unemployment, education and human capital development, and education and economic growth and national development just but to mention a few, is germane to teacher development. Such issues can best be attained through the study of economics of education.

**Overview**

This course introduces to the students’ teachers the paradigms and concepts of economics as they apply to education. The concept and scope of economics of education shall be highlighted; and the relationship between the educational system and the national economy will be discussed. The course introduces how education contributes to the economic growth and national development. The concept and theory of human capital development in relation to education will be examined. The course further exposes the students to many economics paradigms such as cost benefits and analysis; investments; demands; efficiency and wastage as well as how they apply to education. Islam and economics and the balance between material and spiritual goals are examined.

**Objectives**

The objectives of the course are to:

1. Acquaint the students the concept and scope of economics of education.
2. Assist the students to appreciate the relationship between educational system and the national economy.
3. Familiarize the students how education contributes to the economic growth and national development.
4. Increase the awareness of the students the educational issues related to human capital development.
5. Make the students to be aware of large scale unemployment rate in Nigeria.
6. Assist the students understand rationale for cost analysis in education.
7. Make the students appreciate the factors influencing costs in education.
8. Increase the awareness of the students concept of cost benefit analysis and how it applies to education
9. Make the students appreciate the concept of investment and how it applies to education
10. Familiarize the students with the determinants of education demands.
11. Make the students understand efficiency and wastage in educational system.
12. Increase the students’ awareness to Islam and economy and the balance between material and spiritual goals.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Explain the meaning of economics of education
2. List and explain the scope of economics of education.
3. Discuss how education is related to the economy.
4. Identify three major ways education contributes to economic growth.
5. Explain the concept of human capital.
6. Discuss the problems and solutions to issues related to human capital development.
7. Identify the reasons for the large measure of unemployment in Nigeria.
8. Discuss the rationale for cost analysis in education.
9. Discuss the factors influencing costs in education.
10. Explain how education is investment.
11. Explain the concept of cost benefit in education.
12. Discuss the economic and non-economic benefits of investment.
13. Discuss the promises of cost benefit analysis.
14. Discuss the social demand for education.
15. Explain the balance between material and spiritual goals.

**Course Contents**

The meaning and scope of economics of education; Relationship between education and economics; Education, economic growth and national development; Education and human capital development; Education and employment; Cost analysis in education; Factors influencing cost of education; Education, consumption and investment; Cost benefit analysis; Methodological problems and promise of cost benefit analysis; Measurement of benefits from education; Measuring efficiency in the educational system; Efficiency and wastage in education; Determinants of education demand; Social demand for education; Islam and economy; balance between material and spiritual goals.

**BUK-EDU 108: Islamic Psychology of Education (2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Psychology has a great deal to offer to teachers whose main job is to effect change in the nature of man. Knowledge about human nature is relevant to teachers and is attained from the field of psychology. To know about the true nature of man, many attempts are being made by philosophers, scientists and psychologists. In the field of education, scholars rely much on the works of contemporary psychologists who employed secular paradigms and the methodological frameworks to understand human nature. Religion, Islam in particular, embodies substantive knowledge about human nature. “*We have indeed created humankind in the best of the moulds*” (Quran 95:4). This verse among many others in the Quran increases the curiosity of a Muslim teacher to know about the best design of a man. There are several Hadith (sayings and deeds of the Prophet Muhammad SAW) that are relevant in understanding about human nature. Psychology, being a scientific study about human behaviour from Islamic perspectives has a lot to offer to teachers not only about human nature but fundamental principles of leaning; affective and cognitive factors of learning and lots more on teaching-learning processes.

**Overview**

This course will introduce students to basic concepts, principles and practices of Islamic Psychology. Emphasis is being made on critical study of the concepts, paradigms and frameworks of the conventional psychology from the Islamic perspectives. The primary objective in this regard is to make the students understand Islamic perspective of psychology. The course further provides an opportunity for the students to study the works of early Muslim psychologists and their contribution in understanding the human nature. Finally the course exposes the students to the contemporary Muslim psychological researchers and writings that focused on fundamental elements of Islamic psychology; man’s relation to God, principles of human development as contained in Quran and Hadith; factors which influence human development; Quranic perspectives on individual differences; and Islamic perspectives on Child rearing practices.

**Objectives**

The objectives of the course are to:

1. Acquaint the students with the concepts and scope of Islamic psychology.
2. Make the students appreciate the relevance of Islamic psychology to the modern world.
3. Familiarise the students’ teachers with the Islamic perspectives on the methodological frameworks of modern conventional psychology.
4. Increase the students’ awareness on the Qur'anic concern for an exhortation to the study of human nature and psyche.
5. Acquaint the students with the works of the following early Muslim scholars and their contributions to Islamic psychology:
6. al-Ghazzali's description of the nature of man his intellectual dispositions;
7. lbn-Sina's Mood of the Psyche and Sins and Notices;
8. Ibn al-Qayim's " rescue of the Anxious man from the snares of the devil"; and
9. (d) IbnKhaldun's description and categorization of the human intellect.
10. Make the students appreciate the Islamic perspectives on:
11. Principles of human development;
12. Aspects of development: physical, cognitive personality, social, and moral;
13. Individual differences; and
14. Make the students to justify the relevance of Islamic psychology in curriculum design and evaluation;

**Learning Outcomes**

At the end of the course, students should be able to:

1. define Islamic psychology and outline its scope;
2. explain the relevance of Islamic psychology to modern world;
3. discuss the concept of motivation from the Islamic perspective;
4. explain the concept of personality from the Islamic point of view;
5. depend the position of man in both Islam and psychology;
6. discuss the contribution of at least four early Muslim scholars in the understanding of human personality
7. depend the position of Islam on the principles of human development;
8. describe the Islamic view of physical, cognitive personality, social, and moral development of an individual; and
9. justify the relevance of Islamic psychology in curriculum design and evaluation;

**Course Contents**

The concept and scope of Islamic psychology; critical study of basic concepts, paradigms and the methodological frameworks of modern conventional psychology from Islamic view point; the need for an Islamic perspective of psychology and its relevance to the modern world; Islam and psychology: the relevance and relationship of both to each other; the position of man in both Islam and psychology; Qur'anic concern for an exhortation to the study of human nature and psyche; Qur'anic descriptions of certain basic instinctive psychological tendencies and dispositions of man.

Psychology in the works of early Muslim scholars with special reference to the followings: (a) al-Ghazzali's description of the nature of man his intellectual dispositions, redemptive deeds in the human psyche, etc. (b) lbn-Sina's Mood of the Psyche and Hins and Notices (c) Ibn al-Qayim's "The rescue of the Anxious man from the snares of the devil;", (d) IbnKhaldun's description and categorization of the human intellect etc.

Contemporary Muslim Psychological Researchers and Writings:Fundamental Elements of Islamic Psychology; the Islamic world view; the Islamic conception of God; the universe and life Islamic conception of man's relationship to God and position of man in the realm of God's creatures.Some aspects of Islamic development psychology: Principles of human development in the Qur'an and Hadith. Factors which influence human development; the Qur'anic perspective individual difference in development: Aspect of development: physical cognitive personality social moral etc.Child rearing practices in Islam: the concept of Tarbiya, its aspect methods and importance in building an upright and normal person or individual.The relevance and significance of Islamic psychology to education: The relevance of Islamic psychology in curriculum formulation and design; its relevance to class teaching and students and teacher discipline etc.

**BUK-EDU 109: Islamic Education in Sub-Saharan Africa (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

The introduction and subsequent development of Islam and its system of education into what is now referred to as Sub-Saharan African contains great legacy which a student teacher should be acquainted with if only to be familiar with the great contributions of visiting and indigenous scholars in promoting knowledge, literacy and intellectual activities in the 17th, 18th and 19th centuries. The religious, social, economic, educational and political impact of the Islamic education endeavours are of great relevance to student teachers under training, both Muslims and non-Muslims

**Overview**

Islamic Education in Sub-Saharan Africa is concerned with the contributions and impacts of the introduction and subsequent development of Islam and Islamic education in Northern Nigeria with a particular reference to the educational endeavour of Muslim scholars in teaching Islamic education with special emphasis on objectives, curriculum, teaching methods, instructional resources and organization of Quranic and Ilm schools in Hausa land by pioneer, visiting and indigenous scholars and the subsequent revivalist movements of sheik UsmandanFodio.

**Objectives**

The objectives of the course are to:

1. Introduce students to different interpretations of Islamic education from broader perspectives
2. Acquaint the students with nature and scope of Islamic education
3. Familiarize the student teachers with the principles of Islamic education
4. Appreciate the roles of pioneer schools, scholars and local rulers in disseminating of knowledge and literacy
5. Recognize the educational, economic, social, political and religious impacts of the educational activities of Visiting and indigenous scholars in Northern Nigeria
6. Assess the impact of colonialism on Islamic education and Islamic school curriculum
7. Appreciate the current trends in the provision and management of Islamic education in the area under review

**Learning Objectives**

By the end of the course, the students should be able to:

1. Explain the meaning of Islamic education
2. Discuss the nature and scope of Islamic education
3. Explain the principles of Islamic education
4. Explain the roles of pioneer schools, scholars and local rulers in disseminating of knowledge and literacy
5. Describe the educational, economic, social, political and religious impacts of the educational activities of Visiting and indigenous scholars in Northern Nigeria
6. Analyze the impact of colonialism on Islamic education and Islamic school curriculum
7. Describe the current trends in the provision and management of Islamic education in the area under review

**Course Contents**

Nature, scope and principles of Islamic education**,** Islamic education before the Jihad: The pioneer schools, scholars and local rulers in the disseminating of knowledge and literacy: The Jihad of Usman Dan Fodio and its effect on learning and scholarship; Usman Dan Fodio and Women’s education. The flag bearers as scholars and promoters of Islamic learning. The objectives and organization of the Islamic school system; The role of Islamic school graduates in staffing the administration; The impact of Arabic culture and education on local people; Colonialism and its effects on Islamic education in the school curriculum; New trends and development in Islamic Education (Islamization of knowledge movements, integrated Islamiyya and Tahafiz schools, private schools and University)

**BUK-EDU 204: Psychology Applied to Classroom II (2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Expertise is very important to effective functioning in any profession, so is it in teaching. The pertinent question is how do professional teachers attain the knowledge and skills needed to become experts? Expertise in teaching is attained from educational psychology, an academic discipline well-thought-out to examine human teaching and learning. Of course, the knowledge of learners and how leaning takes place, like knowledge of content, is desirable for teacher development. Thus a course on psychology as applied to teaching is very relevant to teachers under training.

**Overview**

Psychology is concerned with objective procedures of studying human behaviour. It objectively answers the question what does an individual behaves the way he behave? Teaching and learning entails manifestation of human behaviours both from the teacher and the student. As such, various theories and propositions on human behaviour are very relevant to teaching and determine the way learning occurs. For instance, how does learning take place? What factors influence learning? What are the basic conditions of learning? When is student ripe to learn what behaviour? How is different behaviour manifestations of students be manage to assist them attain the required learning domains? Answers to these questions are sought within the scope of psychology. Therefore, psychology has a lot to offer to the field of education.

**Objectives**

The objectives of the course are to:

1. Introduce the students to the practical aspect of educational psychology
2. Make the students become familiar with those basic cognitive conditions of learning
3. Make the students appreciate those affective factors necessary for learning
4. Familiarize the students with those learner personality factors that affect students’ academic performance
5. Acquaint the student teachers with conventional and modern approaches to learning and instruction
6. Introduce the students to the nature and concept of creativity how it can be taught successfully
7. Introduce the student teachers to the nature, concept and instruction for discovery learning.
8. Make the students to be aware of exceptional children in the classroom and how to provide for them during instruction
9. Acquaint the students with the relationship between mental health and learning and the role of teachers in solving mental health problems
10. Make the student teachers appreciate the psychology of the teacher, his goals, common frustrations, his various roles and characteristics

**Learning Outcomes**

At the end of the course, students should be able to:

1. Define explain classes of entry behaviour.
2. Discuss the instructional use of behaviour
3. Enumerate and explain the basic learning conditions
4. Describe the motivation and explain classroom motivation techniques
5. Identify and explain the personality factors that influence students’ academic performance
6. Explain how concepts and principles can be taught
7. Explain the meaning of problem solving and Instruction for problem solving
8. Examine the causes of students’ mental health problems
9. Discuss the role of teachers in solving students’ mental health problems
10. Describe the various role of teachers
11. Discuss the common frustrations of teachers and how to overcome them

**Course Contents**

The concept of Entry Behaviour: meaning and classes of entry behaviour. Instructional use of entry behaviour. Basic learning conditions: contiguity, practice, reinforcement, generalization, discrimination, and punishment. Affective factors of learning: motivation and classroom motivation techniques; anxiety and its effects on learning. Personality factors and students’ performance. Approaches to learning and instruction: traditional/conventional; learner centered. Teaching and learning of concepts and principles. Problem solving: concept and nature, instruction for problem solving. Creativity: nature and concept, factors inhibiting creativity, instruction for creativity. Discovery learning: nature and concept, instruction for discovery learning. Teaching the exceptional children: the slow learner, and the gifted learner.Special and remedial education. Mental health and learning: causes of students’ mental health problems, adjustment mechanism. The role of teachers and parents in solving mental health problems. The psychology of the teacher: goals of the teacher, common frustrations of teachers. Various roles of the teachers.Characteristics of effective teacher.

**BUK-EDU 205: Introduction to Guidance & Counselling (2 Units, Compulsory, LH 30)**

**Senate approved relevance**

Counselling presents a very much needed area during healthy and challenging time as majority of people will at some point in their lives feel uncertain or probably even overwhelmed by their problems, both physically and emotionally. The process of helping individuals discover and develop their educational, vocational, and psychological potentialities and thereby to achieve an optimal level of personal happiness and social usefulness remain crucial in the school system.

**Overview**

The course provides introductory aspects of guidance and counselling and the related terms used in school setting. The course subject students to basic concepts and enable them gain an insight into understanding human behaviour and why people think and act the way they do.

This course provides grounding in the theoretical aspects of counselling. This course is very helpful for individuals who are interested in specializing in counselling and those that are already active within the field of Counselling and want to update and improve their skills.

**Objectives**

At the end of the course, students should be able to

1. Define guidance, counselling as well as guidance & counselling
2. Differentiate between guidance and counselling
3. Trace the historical development of guidance & counselling in the USA and Nigeria
4. Discuss the guidance services
5. Describes educational, vocational and person-social area of guidance and counselling
6. Explain individual and group counselling
7. Discuss developmental, preventive, interventional and responsive counselling
8. Describe vocational guidance and related theories
9. Explain guidance and counselling from Islamic perspective

**Learning Outcome**

At the end of the course, students should be able to

1. Define guidance, counselling as well as guidance & counselling
2. Differentiate between guidance and counselling
3. Trace the historical development of guidance & counselling in the USA and Nigeria
4. Discuss the guidance services
5. Describes educational, vocational and person-social area of guidance and counselling
6. Explain individual and group counselling
7. Discuss developmental, preventive, interventional and responsive counselling
8. Describe vocational guidance and related theories
9. Explain guidance and counselling from Islamic perspective

**Course Content**

Introduction: definition of guidance, counselling; guidance & counselling, principles, scope and practice of guidance and counselling; Similarities and differences between guidance and counselling; Roles of guidance and counselling in school setting; Historical development of guidance and counselling in USA & Nigeria; Factor responsible for the development of guidance & counselling in the USA; Guidance services in Nigerian primary and secondary schools: Appraisal, Orientation, Placement, information, referral, follow up, research etc; Guidance and Counselling Concentration areas – educational, vocational and persona-social; The school counsellor and his roles in school setting, Approaches to counselling –individual and group counselling; Types of counselling: developmental, preventive, interventional and responsive; Concept of vocational guidance; classification of vocational guidance theories –process and content theories; Guidance and counselling services in Islamic perspective and guidance and counselling concentration areas.

**BUK EDU 206: Introduction to Educational Administration and Planning (2 Units, Compulsory, LH= 30)**

**Senate Approved Relevance**

Acquaintance with the basic concepts, principles and practices of educational administration, management and planning is a vital component of teacher education programme in Nigeria. Thus, it is deemed imperative to equip the students with rudimental knowledge of such principles, procedures and practices to enable them function effectively if appointed into positions of responsibilities at graduation to serve as head teachers, deputies, quality assurance officers and so on. Basic principles of educational administration, school management, record keeping and reporting, principles and procedures of educational planning and other relevant areas are covered as prelude to the advanced course on the same subject matter. Thus, the course is relevant to the needs of student teachers as part of the prerequisite knowledge required in meeting the standard for effective teacher education Program in the country.

**Overview**

The course introduces students to the basic concepts, principles and practices of educational administration, management and planning in Nigeria. Students are trained to be good school managers and effective leaders who would efficiently utilize the available resources for the accomplishment of goals and objectives for which the schools are established. The knowledge acquired would serve as the gate-way to the specialization in the area of Educational Administration and planning

**Objectives**

The objectives of the course are to:

1. Acquaint students with the Concepts of Education Administration

2. Make students appreciate the Principles of Organization and Administration

3. Acquire the skills of effective Communication in an organization

4. Be aware of techniques of School records and procedure

5. Recognize procedures of time-table management

6. Familiarize the students with the nurture and scope of educational planning

7. Appreciate Objectives and approaches to educational planning

8. Digest the constrains to educational planning in Nigeria

9. Acquire basic skills of school supervision and inspection

**Learning Objectives**

At the end of the course, students should be able to:

1. Define the concept of Educational Administration and Management

2. Explain the principles of Organization and Administration

3. Elucidate the effective ways of communication in a school organization

4. Identify the statutory and non-statutory records kept in school

5. Make use of the skills required for effective time-table management

6. Explain the meaning, objectives, Approaches and constrains to Educational Planning in Nigeria

7. Differentiate between supervision and inspection in schools with their types; advantages and disadvantages.

**Course Contents**

Educational Administration, meaning and emergence; principles of organization and administration; communication in organizations; organizing school for effective management; school records and procedure; time table management; the nature and scope of educational planning, definition and characteristics of educational planning, emergence of educational planning in the world and Nigerian perspectives, reasons for the growth of interest in planning, objectives of educational planning in Nigeria, constraints of educational planning in Nigeria.

**BUK-EDU 207:Sociological Theories and Issues in Education** **(2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

For a professional teacher to appreciate his roles, he should be well-informed in social issues that define, relate and influence the provision of education. Education is a complex whole that grew from many of the social connotations and assumes various goals and values. Education is a mechanism of social change and developments, an instrument for liberation. Therefore, a course that exposes teacher trainee social issue as they relate to education is pertinent.

**Overview**

The course attempts to place educational theories and practice against a wider background of social theories. It intends to locate the ideological elements in these theories and the values pre­supposed by them. The theories selected for study are those which have important current influence on teachers as classroom operators and policy makers. Therefore, the course introduces students to the re-known social theories of ideology, development, dependency and right to education. Nationalism and education before and after independence will be examined

**Objectives**

The objectives of the course are to:

1. Acquaint the students with the place of education in social theory of ideology and social change.
2. Make the students appreciate the Islamic perspectives of social theory of education.
3. Introduce the students to the concepts of utilitarianism and education.
4. Make the students appreciate education and its utilitarian value.
5. Familiarise the students with the concepts and theories of development and how they relate to education.
6. Assist the students to criticize the development theories and their application to education.
7. Introduce to the students the concepts and theories of dependency and how they relate to education.
8. Guide the students to criticize the dependency theories and their account of education.
9. Make the students appreciate the Islamic perspective of education and dependency theories.
10. Acquaint the students with the concepts and theories of the nationalist approach to education.
11. Assist the students to criticize the nationalist approach to education.
12. Make the students appreciate the Islamic critique of Nationalism and Education.
13. Introduce the students to the theories of social justice and rights and how they relate to education.
14. Make the students appreciate the Islamic critique of social justice and rights to education.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Explain the theories of ideology and account how they shape education.
2. Explain the Islamic perspective on social theory of education.
3. Discuss the Utilitarian presuppositions of development theory and its viewpoint on education
4. Discuss the Islamic perspective of education and its utilitarian value.
5. Appraisethe development theories and their application to education.
6. Account for the place of education in dependency theories education.
7. Discuss the Islamic perspective of education and dependency theories.
8. Account for Nationalism and education before after independence.
9. Appraise theIslamic perspective of Nationalism and Education.
10. Discuss the place education in the formation and maintenance of a just society.
11. Discuss the principles of justice and the distribution of education.

**Course Contents**

* 1. Social Theory, ideology and education knowledge, ideology and education, theories of ideology: Helvetius, Marx Mannheim. Lukas, Habermas. The place of education in social theory and ideology: education and the mechanism of social change; education and the spread of ideology; ideology and the identification of educational problems. Social theory of education: An Islamic perspective.
  2. Theories of development and education: Utilitarian presuppositions of development theory: individualism and aggregate welfare. Concepts of development; theories of development; under-development; industrialization and the teleology of development. Education and its utilitarian value in Islam.
  3. The place of education in development theory educational expansion, economic self-sufficiency, manpower planning; education and the selection and training of high level manpower vocational training and the curriculum. Ashby, Harbison and the late federal governments plan in Nigeria. Criticisms of development theories and their application to education.
  4. Dependency theories" and education: the Marxist background to dependency theory. Marxist and neo-Marxist ideas of class struggle, historical development and the nature of capitalism. The development of dependency theories in the 1960s and 1970s: imperialism and ne-colonialism; center and periphery in international capitalism; the influence of tans-national corporations: class formation at the periphery. The place of education in dependency theories education and the maintenance of international capitalism education as the medium of capitalist ideology; education in the formation and reproduction of lass divisions alternatives to capitalist education- education for liberation education and the class - consciousness of peasants and proletarians. Criticism of dependency theories and their account of education. Islamic perspective of education and dependency theories.
  5. Nationalism and education: Nationalist ideas; man and citizen state and nation in nationalist theories national autonomy and the rejection of imperialism nationalism and education in Nigeria before indolence cultural nationalism and the school in the formation and maintenance of a just society; the curriculum and education political aims of nationalist higher education - UPE. Nationalism and education after independence education for national unity the curriculum UPE national unity and the medium of instruction. Criticisms of the nationalist approach to education. Islamic critique of Nationalism and Education.
  6. Theories of rights and education, social justice and rights origin of theories of right and revival of theories of justice in the 1960s the nature of right; right and justice, ideas of man and society presuppose in theories of justice. The place of education in the formation and maintenance of a just society, the curriculum and education for justice; the organization of just school; the right to education. The just distribution of education principles of justice and the distribution of education; equality of educational.

**BUK-EDU 208 Citizenship Education (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

Knowledge of citizenship education is very important to students so that they could be able to function effectively in the society as Professional Teachers. The pertinent question is how do professional teachers attain the knowledge of citizenship Education in respect of their role as teachers and members of the society, the social problems of the society, learning patriotism, National Values by teachers themselves could have greater implications on learners. Thus, a course on citizenship Education is very relevant to teachers under training.

**Overview**

This course is designed to enlighten students as members of the state/country on their rights, roles and obligations as good members of the society/country. As citizens, they will learn to respect their country and be able to make decisions needed for the development of their country. They will realize that a good citizen is patriotic, loyal and obedient to the state, while at the same time a critic of the state, able to participate in its improvement

**Objectives**

The following are the objectives of the course;

1. To define and explain the term citizenship education

* + - 1. To identify the characteristics of good citizens
      2. To Identify the roles of a good citizens
      3. To examine the require attitudes for effective citizenship
      4. To determine the knowledge and skills needed for effective citizenship
      5. To trace and analyze the social problems of the society
      6. To identify the tactics and strategies of solving the National problems
      7. To learn how to become a good and patriotic member of the society
      8. To examine the National Value
      9. To identify the Obligation and Duties of a good citizens

**Learning Outcomes**

At the end of the course, students should be able to:

1. define the term citizenship Education;
2. discuss the characteristics of good citizens;
3. identify the roles of a good citizens;
4. discuss the require attitudes for effective citizenship;
5. explain the knowledge and skills needed for effective citizenship;
6. identify some of the social problems of the society;
7. describe the strategies for solving National Problem;
8. identify the qualities of a patriotic member of the society;
9. describe what the National values are; and
10. discuss the obligations and duties of a good citizens.

**Course Contents**

**Definition and meaning of citizenship education:** Meaning of citizen; the tights of a citizen and the roles expected of a good citizen; Definition of citizenship education and its importance to the society; Concept of citizenship in Islam; Individuals Vs societal duties and obligation in Islamic perspectives**; t**he concept of vicarious obligation in Islam (FaradulKafaya) and its implication to citizenship. **Educational Needs of a Good Citizen:** Basic intellectual skills; political skills; commitments to the state. **Cultural Studies: Why people of different historical backgrounds, ethnic** groups and religions live together for the betterment of the living conditions of people within the society, country and the world. **Social problems:** The major compelling social problems such as unemployment, poverty, hunger, diseases and inflation are to be explored. Students will be trained to deal with such problems intelligently. Social Problems in Islam: Islamic ways of solving some aspect of social problem e.g. prophetic guide towards self-employment as a solution to unemployment and poverty; Zakkah, Waqaf, SadaqaVs poverty, hawking and diseases eradication. **An Ideal democratic Society:** definition of democracy; Characteristics of democracy

**BUK-EDU 209: Education Finances in Nigeria (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

Acquaintance with at least rudimental skills, knowledge and expertise required for judicious and effective financial management are essential for successful running of any form of formal organization, school inclusive. The knowledge about basic and supplementary sources via which education is financed in Nigeria, the principles, techniques and skills in sourcing, utilization and accounting for financial resources will equip student teachers with preparatory expertise of effective school financial management, should some of the students be appointed into position of responsibility to manage school and its various resources, financial inclusive.

**Overview**

The course is concerned with familiarization of students with financial aspect of education at federal, states and local government levels with particular emphasis on skills involved in managing financial resources in school. The course introduces students to basic concepts of financial management, historical evolution of education financing in Nigeria, geneses of education financing in Nigeria, primary and secondary sources of education financing in Nigeria, expenditure in education, sources of expenditures in education as well as budgeting and forms of budget in education.

**Objectives**

The objectives of the course are to:

At the end of the course, the students should be able to:

1. Comprehend the concepts of education financing, financial management and financial accounting
2. Trace the historical evolution of education financing in Nigeria
3. Appreciate the geneses of education financing in Nigeria
4. Be acquainted with the primary and secondary sources of education financing in Nigeria
5. Elucidate the meaning of expenditure and expenditure in education, types and sources of expenditure in education
6. Recognize the concept of Budget, significance of budget in education, types of budgets in education and stages involved in educational budgets

**Learning Objectives**

At the end of the course, the students should be able to:

1. Define the concepts of education financing, financial management and financial accounting
2. Discuss the historical evolution of education financing in Nigeria
3. Explain the geneses of education financing in Nigeria
4. Identify and explain the primary and secondary sources of education financing in Nigeria
5. Discuss on the meaning of expenditure and expenditure in education, types and sources of expenditure in education
6. Explain the concept of Budget, significance of budget in education, types of budgets in education and stages involved in educational budgets

**Course Contents**

1. Meanings of education financing, financial management and financial accounting
2. Brief historical evolution of education financing in Nigeria, 1842 to date, from missionary alone, partnership between Missionaries and colonial administration, regional government, federal, states and local governments.
3. Geneses of education financing in Nigeria
4. Sources of education financing in Nigeria;
5. Primary Sources

* Governmental Grant
* International Aid
* Endowments/Donations
* Education Trust Fund/ TETFUND
* School Fees

1. Secondary Sources
2. Internally Generated Revenue (IGR)
3. Levies
4. Consultancy Services
5. Expenditure in Education
6. Definition and types of expenditure in education
7. Sources of expenditure in education
8. Budget in education;
9. Definition of Budget
10. Types of budgets in education
11. Line-item budgeting
12. Zero -base budgeting
13. Site-based budgeting
14. Significance of budget
15. Steps in budget

**BUK-EDU 303 Subject Teaching Methods (2 units, compulsory, LH 30)**

**Arabic**

**Senate Approved Relevance**

Teaching is a skill-oriented job comprising of a number of techniques, strategies and expertise the mastery and application of which are essential for effective teaching to take place. Thus, no teacher is expected to be effective in his job if devoid of the knowledge and full understanding of these techniques and skills involved in teaching. The knowledge and appropriate application of different pedagogical approaches in teaching are essential. Thus, for any teaching activity to be carried out successfully, application of appropriate methods, utilization of adequate and relevant instructional resources as well as any other technique that would facilitate effective classroom instruction are vital and indispensable. Teaching as a profession is not left out in this struggle to adapt to the dynamism of the world. In fact, changes in the nature of the learners, fluctuations in the learning environments, novelties in resources and indeed amendments in educational policies and programmes all call for reinvigorating methods and strategies teachers apply in their classroom instructions. Apparently, the children of today differ significantly from those of yesterday in terms of their levels of socialization, acquaintance with current and new developments and the like. As such methodological approaches teachers of yesterday applied and succeeded in their work may not necessarily be relevant and effective in teaching the children of today who have access to ICT and all other sorts of developments. Thus, for the students offering Arabic as teaching subject to be fully ready and equipped with the wherewithal of effective language teaching, this course becomes imperative.

**Overview**

Arabic teaching method is essentially a course that introduces student teachers of Arabic to different pedagogical approaches that are employed to teach all branches of the subject. Emphases are placed on modern approaches that are in congruence with the learner centred approach to teaching. Similarly, the course acquaints the students with knowledge and relevance of instructional media, educational technology equipment and ICT gadgets in teaching Arabic at basic and post basic levels of the Nigerian education system.

**Objectives**

The objectives of the course are to:

1. Acquaint the students with the background knowledge about the position of Arabic language in the Nigerian education system
2. Train the student to master different teaching methods that are applicable in teaching Arabic
3. Make students to appreciate the significance and relevance of instructional media (i.e., Audio, Visual and Audio-visuals) in teaching Arabic
4. Enable the student teachers to appreciate the relevance of Educational Technology in teaching of Arabic
5. Recognize all factors that facilitate effective communication in classroom
6. Realize and make use of the skills involved in developing sound lesson notes and planning

**Learning Objectives**

At the end of the course, the students should be able to:

1. Explain the position Arabic language occupies in the Nigerian Basic and Post Basic school curricula
2. Explain the two approaches to classroom instructions i.e., i. teacher centred and ii. Learner centred
3. Define teaching method and classify the methods into general teaching methods and subject methods
4. Apply different but appropriate methods in teaching, Arabic Grammar, Conversation and Arabic Literature.
5. Discuss the nature, scope, types and relevance of instructional media in teaching Arabic
6. Explain the meaning, types and processes of communication in classroom, barriers to effective communication as well as how to break the barriers
7. Discuss how sound lesson plan could be developed and employed in teaching Arabic
8. Explain the relevance of educational technology in teaching Arabic

**Course Contents**

Introduction to Arabic as a language, pedagogical approaches to teaching; a. Teacher centred b. learner centred. An overview on teaching and teaching methods, types of teaching methods relevant in teaching: Arabic Grammar, Readings, Conversation and Arabic literature. Meaning and types of instructional media (Audio, Visual and Audio-visual) and their relevance in teaching Arabic.Introduction to Information technology and its relevance in teaching Arabic. Communication: meaning, types and process, barriers to effective communication; breaking the barriers. Lesson planning and preparation for classroom instruction, scheme and record of work. Challenges of teaching Arabic and their remedies

**English Language**

**Senate Approved Relevance**

In addition to mastery of subjects, mastery of different methods, techniques and strategies for teaching the subjects contents is necessary for all teachers. Since competent teachers are borne from effective initial teacher training, mentoring programmes, and continuous professional development, knowledge of many methods of teaching various aspects of English language is necessary in pre-service English language teacher training curriculum.

**Overview**

Like other languages, English language teaching and learning is concerned with developing learners’ ability to communicate effectively in the four basic language skills of listening, speaking, reading and writing. The course tries to provide answers to questions like “how will English language teachers guide learners to read with better understanding?”, “how will English language teachers guide learners acquire more vocabularies for oral written communication?” or “how will teachers select/improvise and utilize resources to help learners improve English language proficiency in a given context?” etc.

The course therefore provides prospective English language teachers with knowledge of relevant language theories that equip them with knowledge of how language operates in a social environment, methods, strategies, techniques and resources and how are used in varying classrooms and non-classrooms contexts to facilitate learners’ understanding of English language, oral and written.

**Objectives**

1. The objectives of the course are to:
2. Introduce students to the origin and roles of English language in Nigeria;
3. Equip students with knowledge of some theories as they relate to English language teaching and learning;
4. Inculcate in students the knowledge of various methods and strategies of teaching reading;
5. Equip students with adequate knowledge of approaches and strategies of teaching the English language and how they are applied in different classrooms situations;
6. Equip students with adequate knowledge of approaches and techniques of teaching the three genres of literature (prose, poetry and drama);
7. Acquaint students with knowledge of various techniques and strategies of teaching comprehension;
8. Acquaint students with knowledge of different approaches and techniques of teaching various forms of writing and composition;
9. Guide students to learn how to prepare sound lesson plans for various English language topics;
10. Prepare students to appropriately select, improvise and apply instructional materials to teach various English language topics;

**Learning Outcomes**

1. At the end of the course, students should be able to:
2. Discuss the origin and roles of English language in Nigeria;
3. Explain some theories as they relate to the teaching and learning of English language as a second language in Nigeria;
4. Demonstrate adequate understanding of various methods and strategies of teaching the various components of reading and literacy;
5. Explain and demonstrate adequate understanding of various approaches and strategies of teaching English language and how they are applied in different classrooms situations;
6. Explain and demonstrate adequate understanding of approaches and techniques of teaching the three genres of literature (prose, poetry and drama) and how they are applied in different classrooms situations;
7. Demonstrate adequate understanding of various techniques and strategies of teaching comprehension;
8. Demonstrate adequate understanding of different approaches and techniques of teaching various forms of writing and composition;
9. Demonstrate adequate understanding of how to prepare sound lesson plans for various English language topics;
10. Demonstrate adequate understanding of how to appropriately select, improvise and apply instructional materials to teach various English language topics;

**Course Contents**

Role and functions of English Language in Nigeria; Methods and strategies of teaching various components of reading and literacy: phonological awareness, phonics, fluency, vocabulary, comprehension, intensive and extensive reading, etc.; Understanding the interconnectivity of reading and writing; Approaches and techniques of teaching different forms of writing and composition; Language learning theories: behaviorism, mentalism etc.; English language teaching methods and techniques: grammar translation method, direct teaching method, audio-lingual teaching method, cognitive-code learning method, notional-functional approach, communicative approach etc.; Approaches and techniques of teaching comprehension; Approaches and techniques of teaching the three genres of literature (Prose, Poetry, Drama); English Language Lesson planning; Instructional materials for teaching English language: identification, selection, improvisation and application.

**Geography**

**Senate Approved Relevance**

The secondary school geographic education and its ensuing aims and objectives like any other subject in the secondary school curriculum, is derived from the national educational aims and the philosophy of education of the country. In this regard therefore, learning to teach geography in secondary school becomes necessary and absolutely inevitable. This would greatly help geography trainee teachers acquire a deeper understanding of the role, purpose, and potential of geography within the secondary curriculum. Geography teaching subject methods would equally provide practical skills needed to design, teach and evaluate stimulating and creative lessons.

**Overview**

The field of geography organizes its information within the context of the spatial environment. Thus, Geography often starts with the following questions: Where is it? What is it like? Why is it there? When did it happen and how does it change? What impacts does it have? How should it be managed for the mutual benefit of humanity and the natural environment? Finding answers to these questions requires investigation of the place, location, environment, interconnection, movement, sustainability, scale and change, spatial distribution and differentiation of features. Therefore, teaching objectives of geography can best be achieved through a range of approaches.

**Objectives**

The objectives of the course are to:

1. Introduce students to the geographical field of study by exploring geographical concepts; developed spatially to describe the natural and human environment on earth by recognizing the great differences in cultures, political systems, economies, landscapes and environments and the links between them.
2. Acquaint the students with various topics in secondary geography for them to know exactly what to teaching at secondary school geography education
3. Make geography students realize and develop an understanding of the importance of geography in school education by connecting physical world and the human environments.
4. Acquaint the students with various approaches to teaching geography so as to make teaching and learning more effective, interactive and student-based in conformity with the world best practices.
5. Familiarize the students with various categories of teaching and learning resources to be able to use it effectively and to know the role both teachers and students ought to play with regards to media resources in and outside the classrooms respectively.
6. Acquaint the students on how to plan, prepare and write a good lesson plan that incorporate students’ activities to be in conformity with the world best practices.
7. Familiarize the students on how children think and develop spatial ability around the activities that occur in their day-to-day life by recognizing, interpreting, understanding spatial patterns, distribution and making relationships in the universe.
8. Make students appreciate how co-curricular activities are seen as programs and learning experiences that complement, in some way, what students are learning in school i.e. experiences that are connected to or mirror the academic curriculum and also an extension of the formal learning experiences in a course or academic programmer.
9. Expose students to various challenges faced by geography teachers in Nigerian secondary schools to be able to know how it can be tackled and minimized.
10. Acquaint students with various components (physical/human, regional and map reading etc.) and the types of evaluation tools needed for assessing the learning outcomes in geography teaching.

**Learning Outcomes**

At the end of the course, students are expected to be able to:

1. Explain the meaning and scope of geographical knowledge
2. Discuss the major key concepts involved in thinking geographically
3. Identify various topics of the secondary geography curriculum
4. Outline and explain the importance of geography in school education
5. Apply and use appropriate teaching methods in geography lessons
6. Identify, select and make use of appropriate media resources in teaching geography
7. Prepare and develop student-centered lesson plan and scheme of lessons on geography
8. Define and explain spatial ability/thinking as relates to geography teaching
9. Define, list and explain how to organize co-curricular activities in geography teaching
10. Identify the challenges in teaching geography and the way forward.
11. Explain various components and tools used in evaluating learning outcomes in geography.

**Course Contents**

Nature and scope of geographical knowledge and geography teaching; concepts of geographical knowledge: place, location, environment, interconnection, movement, sustainability, scale and change. Introduction to secondary geography curriculum; Importance of teaching geography in secondary school education; Introduction to methods of teaching geography: Demonstration method; regional method; laboratory method; discussion method; activity-based methods (project method, field trip, inquiry method/problem-solving method, games/simulation method); guided discovery method; programmed instruction; advance organizer; concept mapping and the use of quantification in the study of geography. Media resources in teaching geography: Print (textbooks, pamphlets, handbooks, study guides, manuals); Audio (Cassettes, microphones, podcast); Visual (globes, charts, real objects, pictures, photographs, transparencies); Audio-visual (slides, tapes, films, filmstrips, television, video, multimedia); Electronic interactive (computers, graphing calculators, tablets, smart phones). Student-centered lesson plan and preparation of scheme of lessons on geography. Development of child’s spatial thinking in geography. Co-curricular activities in geography teaching (Organizing excursions and exhibitions); Challenges faced in teaching in learning geography in Nigerian schools. Evaluation in geography

**History**

**Senate Approved Relevance**

Knowledge of Subject Teaching is very important to teacher trainee so that they could be able to be conversant with rudiments of teaching as Professional Teachers. The pertinent question is how do professional history teachers attain their class in terms of lesson planning and lesson preparation in history’. What are the changing trends in history teaching in the 21st century, how teaching of history could regain its past glory when history was vibrant school subject and what Instructional materials could be helpful in facilitating effective teaching and learning process. Teaching history in schools requires relevant pedagogical approaches, thus, a course on history method is very relevant to.

**General Overview**

This course is designed to equip students with necessary teaching skills for teaching history in Nigerian school. The students will be taught the objectives of teaching history in school, the justification of historical pasts and claims, instructional strategies and techniques of reconstruction of history.

The following are the objectives of the course;

1. To describe the nature of history teaching in Nigeria schools

2. To discuss various sources of History

3. To identify the objectives of teaching history in school

4. To identify the relevant instructional materials in teaching history

5. To develop a good lesson plan for teaching of history in post basic schools

6. To learn the skills of notes making and notes taking in history

7. To identify relevant history teaching methods

8. To identify techniques in the teaching of artifact

9. To describe the place of continue assessment in teaching of history

10. To identify the skills for development of essay writing

11. To formulate measurable behavioral objectives

12. To identify the interplay between syllabus and scheme of work

13. To identify the relevance of audio visual Materials in teaching history

14. To describe various techniques of evaluation in History

**Learning Outcomes**

At the end of the course, students should be able to:

1. Describe the Nature of history teaching in school
2. Discuss the various sources of History
3. Justify the objectives of teaching History in School
4. Identify the relevant instructional materials for teaching history
5. Prepare a good lesson Plan for teaching history at any class of post basic Education.
6. Explain the relevant methods of teaching history
7. Identify the skills of notes Making and notes taking in History
8. Explain the importance of continuous assessment in history Teaching
9. Identify techniques for teaching artifacts in our school
10. Prepare essay writing in History
11. State measurable behavioral objectives
12. What are the relationship between syllabus and scheme of work
13. What the relevance of audio visual Materials in teaching history?
14. Account on the techniques of evaluation in History

**Course content**

Meaning, scope, Nature and content of History; Nature of history teaching in Nigeria schools; sources of History; the objectives of teaching history in school; formulating Behavioral objectives; syllabus versus scheme of work ; lesson planning and lesson preparation in History( writing a good lesson plan; Methods of Teaching History ( discussion, Project , dramatic, questioning technique and simulation); The place of audio visual Materials in teaching history; Continuous assessment and examination in History; Purpose of evaluation in history; Techniques of evaluation in History( Essay objectives questions, Teacher –Made test and Observation.

**BUK-EDU 304: Basic and Secondary Education Curriculum in Nigeria(2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Curriculum in teaching and learning defines the actual course contents the students are expected to attain. How does a teacher make a sense of the teaching the contents? This is an important question in teaching profession. A Study, that is the science of curriculum, provide an answer to this question. Teachers are expected to make sense of teaching and learning by inquiring into the purposes of curriculum, questioning whose interests are served by curriculum, and considering research in successful teaching approaches. How the contents are delivered and assessed is also attained through the science of curriculum. Hence, to expose students’ teachers to the study on Basic and Secondary Education Curriculum in Nigeria is essential.

**Overview**

The course provides an opportunity to the students’ teachers to develop an understanding of the historical development and structure of structure curriculum within the Nigerian context. This is pertinent for understanding the description of the instructional contents teachers are expected to deliver. Thus, in this course emphasis is given to the historical development of Nigerian curriculum right from the foundation levels.

The current structure of the curriculum of the Nigerian schools – basic and post-basic is covered. The course also deals with influence of examination bodies on curriculum development as well as the psychological sociological bases of Nigerian curriculum.

**Objectives**

The objectives of the course are to:

1. Make the students appreciate the historical development of Nigerian curriculum.
2. Acquaint the students with the different forms of curriculum – pre-Islamic; pre-Christian; Islamic education, Christian mission curriculumand colonial curriculum.
3. Expose the students to the current structure of the Nigerian education curriculum – Basic, Junior and Senior Schools.
4. Accustom the students with curriculum of teacher training institutions.
5. Make the students appreciate the influence of university curricula on the schools.
6. Make the students familiar with how the examination bodies influence curriculum
7. Acquaint the students with psychological theories that serve as basic foundations of curriculum.
8. Familiarise the students with Bloom’s behavioural objectives
9. Acquaint the students the sociological theories that that serve as basic foundations of curriculum.
10. Make the students appreciate the impact of Nationalism on the curriculum, imperialism and the curriculum.

**Learning Outcomes**

At the end of the course, students should be able to:

1. trace the historical development of Nigerian curriculum;
2. explain the changing nature of curriculum under the colonial government schools;
3. examine the structure of basic education curriculum;
4. discuss the structure of junior secondary school curriculum;
5. describes the structure of senior secondary school curriculum;
6. examine the structure of teacher training curriculum;
7. discuss the impact of university curricular on secondary school curriculum;
8. discuss the effect of the National examination bodies on curriculum of secondary school curriculum;
9. discuss the impact of Skinner, Piaget and Bruner theories on the secondary school curriculum;
10. explain the impact of the Bloom’s taxonomy of behavioral objectives on secondary school curriculum;
11. explain the impact of the Bloom’s taxonomy on the evaluation of secondary school of behavioral objectives; and
12. discuss the impact the cognitive theory on the curriculum.

**Course Contents**

The development and structure of the Nigeria curriculum, historical background: Pre-Islamic and Pre-Christian curricula; the curriculum of Islamic education; the Christian mission curriculum; colonial government schools and their changing curriculum; post-colonial developments. Current Structure: The Basic education curriculum; Junior secondary school curriculum; and Senior secondary school curriculum; The curriculum of teacher training institutions; The influence of university curricula on the schools; Examination systems and their effects on the curriculum: common entrance, junior secondary, senior secondary; The influence of examination bodies (WAEC, NECO, JAMB etc.) on curriculum. Psychological basis of curriculum: the theories of Skinner, Piaget, and Bruner. The impact of the theories on curriculum; theories of Instruction and curriculum: Bloom’s behavioral objectives; cognitive science and functionalist theories of rational belief; deductive and inductive reasoning; rational desire; impact of the theories on curriculum and evaluation. Sociological theories and the curriculum:theories of social and national ideology; the impact of Nationalism on the curriculum, imperialism and the curriculum.

**BUK-EDU 305: Continuous Assessment (2 Units Compulsory, LH 30)**

**Senate Approved Relevance**

It is important that teachers acquire knowledge and skills for effective instruction delivery. It is equally important that they develop competence in educational assessment. More often than not, educational assessment generates information that is used to aid various administrative and instructional decisions in educational settings. The appropriateness of such decisions very much depends on the accuracy of the information. This underscores the need for teachers to be assessment competent. If competent, among other things, they will be able to satisfactorily determine the extent to which their students have learnt. This is necessary especially where one-shot type of assessment is still practiced. In view of the several shortcomings of this type of assessment (i.e. one-shot), continuous assessment (CA) emerged as a viable option. In the same vein, the National Policy on Education (2014) makes provisions relating to CA. Therefore, it behooves Teacher Education providers to equip trainees with some knowledge and skills in CA. The inclusion of the course Continuous Assessmentin the teacher education curriculum is, therefore, timely and a step in the right direction.

**Overview**

On this note, students will be exposed to concepts of achievement, assessment and CA as well as procedures for assessing cognitive, affective and psychomotor domains. In addition, they need to gain some understanding of the various assessment tools and how achievement tests, in particular, are constructed and scored.

The knowledge and skills in how assessment results are reported will boost their assessment competence in no small measure. They also need to be aware of some of the problems encountered in implementing CA especially at secondary school level.

**Objectives**

The objectives of the course are to:

1. Introduce to the students the concepts of achievement and assessment as well as types of assessment
2. Acquaint the students with concept of Continuous Assessment (CA) and its policy bases
3. Familiarize the students on the characteristics of CA
4. Make known to the students the procedures for assessing cognitive, affective and psychomotor domains
5. Acquaint the students with various tools used in assessment
6. Assist the students to discern how teachers construct achievement tests
7. Help the students to acquire the techniques of scoring achievement tests;
8. Familiarize the student teachers on methods of reporting assessment outcomes;
9. Make the students appreciate the problems of CA in secondary schools and how to overcome them.

**Learning Outcomes**

At the end of the course, the students should be able to:

1. outline the concepts of achievement and assessment
2. identify types of assessment
3. explain the concept of Continuous Assessment (CA)
4. state the policy bases of CA in Nigeria
5. state characteristics of CA
6. explain procedures for assessing cognitive, affective and psychomotor domains
7. identify and explain six (6) assessment tools
8. explain how classroom teachers construct achievement tests
9. explain techniques for scoring essay tests
10. explain techniques for scoring objective tests
11. identify and explain methods of reporting assessment outcomes
12. enumerate five (5) problems of CA in secondary schools

**Course Contents:**

Introduction; Related concepts: (meaning of achievement, meaning of assessment, types of assessment: formative and summative assessments, school-based assessment); Concept of Continuous Assessment (CA); Policy bases of CA; Characteristics of CA: comprehensive, cumulative, systematic, guidance-oriented; Domains of behaviour: cognitive, affective and psychomotor; Tools used in CA: assignments, tests, projects, interviews, questionnaire, observation, socio-metric technique, anecdotal records, rating scales; Test construction: stages of constructing classroom tests– planning, item writing and item assembling; Test scoring techniques: techniques for scoring essay items – global and analytic; techniques for scoring objective items – use of scoring stencil, strip key, OMR machine; Reporting assessment outcomes: percentage scores, standardized scores; Problems of CA in Basic, Post Basic Education and tertiary institutions; Basic Statistics: Frequency distribution tables, measures of central tendency and of dispersion.

**BUK-EDU 307: Drugs and Behaviour Problems in Schools - (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

Addressing drug abuse and behaviour problems among students in schools helps to understand the risks and consequences associated with drug use. It provides students with knowledge about the effects of drugs on body and mind, as well as the social and legal consequences of drug use and students behaviour problems. The drug abuse education is an important aspect of training counselors to be in promoting the health and safety of students. They can acquire the skills to help prevent substance use, increase awareness about the dangers related of drug abuse and its consequences to students’ behaviour problems in schools, and provide training on the resource utilization for intervention and treatment.

**Overview**

Drug abuse has a significant impact on school behaviour problems. This is because students who abuse drugs are more likely to experience academic, social, and behaviour problems in schools. Drug abuse affects students’ academic performance by impairing their ability to concentrate, learn and retain information. It can also cause behavioural changes among students like aggression, irritability and impulsivity.

Drug abuse is related to disruptive behaviour that may lead to vandalization of public and individuals’ properties and other related social problems. Therefore, there is need to train prospective teachers on the techniques that may lead to early identification of drug abuse signs among students and provide intervention measures on curbing of the substance abuse menace in schools.

**Objectives**

The objectives of the course are to:

1. Help students realize the physical and mental health effects of drug use and abuse.
2. Assist students recognize the social and legal consequences of drug use
3. Assist students identify common types of drugs, their street names, and their effects.
4. Educate students on the effective strategies of for resisting peer pressure on drugs abuse’
5. Train students on how to identify signs and symptoms of drug abuse and addiction.
6. Help students on how to identify resources and support systems available for those struggling with drug abuse and addiction.
7. Facilitate students’ awareness on how to effectively communicate with peers, family members, and others about drug abuse and its consequences.
8. Assist students to develop their capacity of self-withdrawal of avoiding drug abuse and managing stress and other triggers.
9. Make students realize the impact of drug abuse on their future goals, including academic, career, and personal success.

**Learning Outcomes**

At the end of the course, students should be able to:

1. Explain concept of drug abuse and its related terms - habituation, addiction and dependency.
2. Explain 3 each of physical, mental, and social consequences of drug abuse among secondary school students.
3. Identify common types of drugs by their commercial and traditional names.
4. Explain the signs and symptoms of drug abuse.
5. Explain at least five (5) negative impacts of drug abuse on academic performance in school.
6. Develop educational programme in school for curtailing drug abuse among students
7. Describes the integrating and special models of drug counseling programme in school setting
8. Explain the institutionalization and community based drug rehabilitation approaches in school setting.
9. Discuss the disruptive behaviours related drug abuse among students.
10. Discuss the social problem associated with drug abuse among students.

**Course Content**

Nomenclature: Drugs; Drug Abuse; Addiction; Habituation; Dependence (Physical and Psychological. Pharmacological Classification of Drugs: Central Nervous System (CNS) depressants; CNS stimulants; Neurotic analgesic; Psychedelic Hallucinogenic) **Classification of Drug Abuse:** Opiate type; Sedative type; Stimulants; Cannabis; Hallucinogenic; Volatile Solvents; others. **Causes and Effects of Drug Abuse, Drugs Education Programme**: The teacher and his competencies; the curriculum**. The Classroom atmosphere**: Communication processes; the main educational activities. **Classroom activities**: Formulating objectives; teaching ideas; practical discussion. **Drug counselling programme**: Integrating model; Special Model. **Rehabilitation procedure:** Institutionalization; Community based. Effect of drugs on the academic performance of students; Drug abuse and Disruptive behaviours: aggression, irritability, impulsivity and vandalizing school property. Drug abuse and Social Problems in school.

**BUK-EDU 308: Ethical Issues in Teacher Education (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

From time immemorial, the activities, cultural practices and interactions of the human species were generally conducted based on their codes of ethics or principles of best practices. Arguably, these measures were meant to ensure quality, relevance and acceptability of these life engagements. As a logical and justifiable imitation of the past scenario for practical needs, and in recognition of the critical role of teacher education in the provision of relevant and quality education in the country, the federal government of Nigeria, and its agencies have set some ethical or legal standards for the operation of the education sector in general, and teacher education in particular. Such standards include codes of conduct in the training of teachers, minimum qualification for teachers across the levels of education, duration for teacher training, among others.

**Overview**

Teacher education can be seen as a specialized form of education or training for the production of professional teachers that are capable of handling teaching and learning activities in schools. It can also be considered as a type of education or training designed for the orientation of potential professional classroom teachers who serve as facilitators or guides rather than sole determiners of learning and learning process in the classrooms.

Products of teacher education should be able to understand the process of learning, the general nature or characteristics of learners across age and learning levels. Ethical issues in teacher education on the other hand, refers to the code of ethics in the teaching circles which serves as guidelines and operational frameworks for best practices to be observed by practising teachers. Generally, these guidelines and frameworks focus on honesty, integrity, commitment, confidentiality, and professionalism.

**Objectives**

The objectives of this course are to:

1. Acquaint graduate teacher-trainees with the concept and professional practices in teacher education training institutions.
2. Expose graduate teacher-trainees to ethical issues surrounding the operational roles teachers in their interaction with other stakeholders in the school environment.
3. Inculcate knowledge of ethical issues guiding the roles of students in school, as well as their interaction with other stakeholders in their school.
4. Instil effective knowledge of ethical issues on the functions of school administrators in the course of discharging their responsibilities.
5. Prepare graduate teacher-trainees with knowledge of ethical issues guiding school/ community relationship.
6. Inculcate knowledge of ethical issues in the minds of graduate teacher-trainees guiding working relationship between the school and government organs.
7. Expose graduate teacher-trainees to ethical issues governing the conduct of social/ educational researches.

**Learning Outcomes**

At the end of the course, students should be able to:

At the end of the course, students should be able to:

1. define ethics, ethical values and teacher education;
2. enumerate and explain at least five (5) ethical values;
3. distinguish between ethical values and moral values;
4. explain with examples the four major theories of ethics;
5. classify the four major theories of ethics in consequential and non-consequential types;
6. discuss the ethical issues guiding teachers’ interactions with other school stakeholders;
7. examine the ethical issues guiding students’ interactions with other school stakeholders;
8. explain the ethical values affecting the roles of school administrators;
9. discuss the ethical issues guiding school-community relationship;
10. examine the ethical issues guiding school-governments/agencies relationship;
11. explain the ethical issues in the conduct of social/educational researches; and
12. explain the ethical and moral virtues in Islam.

**Content**

Concept of teacher education; Concept of ethics; ethical values: honesty, integrity, confidentiality; respect for elders, modesty, courage etc; Difference between ethical values and moral values; The four major ethical theories: Deontology, Utilitarianism, Rights, and Virtue; Types of ethical theories: consequential and non-consequential; Ethical issues guiding teachers’ interactions with other school stakeholders; Ethical issues surrounding students’ interaction with other school stakeholders; Ethical issues affecting the roles of school administrators; Ethical issues guiding school/ community relationship; Ethical issues guiding interaction between school/ governments and their agencies; and Ethical issues in the conduct of social/ educational researches; Islamic perspectives on moral values

**BUK-EDU 402: Educational Laws and Policies in Nigeria (2Units, Compulsory, LH 30)**

**Senate Approved Relevance**

Educational laws and policies encompass laws, regulations and rules governing the school systems, teachers’ rights, students’ and job security rights, parents’ rights and the rights of many other stakeholders. Laws and policies are intended to help school teach students efficiently, fairly and safely.Educational policies help to determine how students are taught, what they are taught, and how schools manage students and school personnel. Educational policies help to determine how the school can be financed, governed and control. They set goals to be achieved and how they are to be achieved. A study of the past as well as the present education laws and policies will enable teachers in training to know what type of education they had and the purpose it served in the past, this is in addition to knowing their rights, job security, and what is expected of them.

**Overview**

The Nigerian education system has witness and has passed under several laws, ordinances, edicts and policies.In order to make the students’ teachers to appreciate the various aspects of their past educational process so as to link them to the present,a course in education laws and policies is very essential.

This course therefore, provides the students with an in-depth study of educational laws and policies Nigerian education system has witness and has passed through. An overview of Educational laws, edicts and ordinances before independence, post-independence and to the present date will be examined. In addition an examination and analysis of some Nigerian education policies, the 6334 National Policy and its subsequent reviews, UBEC Act; and hosts of other education policies recently promulgated will be made.

**Objectives**

The objectives of the course are to:

1. Help teachers in training to appreciate the various aspects of the past educational laws and polices so as to link them to the present ones.
2. It enables teachers in training to know how the past colonial laws and ordinances shape the Nigerian education today.
3. Acquaint the teacher trainees with the opportunity of knowing the indigenous educational laws and policies that consolidated the colonial education into national system
4. Inform the students about the National Policy of Education (the 6334 system) and its subsequent reviews
5. Familiarise the students with prominent national educational policies such as the UBEC Act; Teachers Registration Council of Nigeria (TRCN); Counselling Practitioners Council of Nigeria (CPCN); National Policy on Inclusive Education etc.
6. Acquaint the students on the influence International Agencies on education policies in Nigeria.
7. Familiarise the students with the Legal aspects of Nigerian educational system
8. Prepare the students for the conduct of project in educational laws and policies

**Learning Outcomes**

At the end of the course, students should be able to:

1. define ordinance and edicts;
2. differentiate with examples between education laws and policies;
3. list and explain five (5) of the colonial education laws and ordinances;
4. critically examine the Ashby Report of 1959;
5. enumerate and discuss three (3) of the educational laws and edicts of 1966 -1979;
6. identify and explain two (2) educational laws of the second republic (1979 – 1983);
7. list and discuss two educational edicts of 1983 – 1999;
8. identify and explain two (2) educational laws of 1999 -2004;
9. name and discuss some recent educational policies and explain their main stuffs; and
10. discuss the influence of international agencies on educational policies in Nigeria.

**Content**

The concepts of educational law and educational policy; distinction between laws and edicts, and laws and policies;Educational laws and ordinances before independence: the 1882 educational ordinance for British West African territories (Lagos, Gold Coast, Sierra Leon and Gambia); the 1887 educational ordinance; the 1916 educational ordinance; the 1948 educational ordinance; the 1952 educational ordinance; the regional educational laws (1955, 1956, 1957 for Western Region, Northern Region and Lagos respectively); the Ashby Report of 1959. Post-independence education laws: the education edicts of 1966 -1979; educational laws of the second republic (1979 – 1983); educational edicts of 1983 -1999; educational laws of 1999-2004; examination of some Nigerian education policies: National Policy on Education and its reviews; Nomadic education policy; UBEC Act; Teachers Registration Council of Nigeria (TRCN); Counselling Practitioners Council of Nigeria (CPCN); National Policy on Inclusive Education; Minimum Standards for safe schools; Nigerian Special Needs Policy;Review National Policy on Albinism; Review National Policy on EMIS; The influence International Agencies on education policies in Nigeria; Legal aspects of Nigerian educational system

**BUK-EDU 403: Educational Administration and Planning (2 units, Elective, LH 30)**

**Senate Approved Relevance**

The knowledge of principles and practices of educational administration, policy formulation and implementation, educational supervision and inspection (Quality Assurance), techniques of school organizational management, school-community relationship management as well as principles and techniques of educational planning, all are relevant to the needs of student teachers who are potential managers and administrators of education at both school and ministerial levels.

**Overview**

The success or failure of any venture, education inclusive, is determined by the kind of administrative and or management practices operating therein**.** For educational system to flourish and accomplish the goals and objectives for which the sector was set up, the knowledge and application of theories and principles governing effective organizational control and management are not only relevant but essential.

The course, introduces students to policies and principles of educational administration in Nigeria, educational supervision and inspection, teacher demand and supply, school management and organization, nature and scope of educational planning, structure of educational planning in Nigeria, policy issues in educational planning and impediments and panacea to effective implementation of educational planning in Nigeria.

**Objectives**

The objectives of the course are to:

1. Familiarize the students with concepts and principles underlying educational administration and policy implementation in Nigeria
2. Appreciate the techniques and skills involved in organizing school for effective management
3. Acquaint the students with techniques and practices of managing school-community relationships especially with School- Based Management Committee (SBMC), Parent Teacher Association (PTA), Old Students Association (OSA) and the rest
4. Familiarize the students with advanced knowledge of nature, scope, types, processes and approaches to educational planning
5. Acquire knowledge about the functions, qualities, characteristics and challenges of educational quality assurance in Nigeria
6. Familiarize students with the concepts and principles of teacher demand and supply, sources of teacher supply, promotion policies for teachers and other incentives for teacher retention.

**Learning Objectives**

By the end of the course, the students should be able to:

1. Discuss concepts and principles underlying educational administration and policy implementation in Nigeria
2. Explain the techniques and skills involved in organizing school for effective management
3. Discuss the techniques and practices of managing school-community relationships especially with School- Based Management Committee (SBMC), Parent Teacher Association (PTA) and Old Students Association (OSA)
4. Explain the nature and scope of educational planning in Nigeria
5. Discuss the types and approaches to educational planning in Nigeria
6. Explain the processes of educational planning in Nigeria
7. Discuss five (5) qualities and five (5) functions educational quality assurance in Nigeria
8. Discuss five (5) challenges of educational quality assurance in Nigeria
9. Discuss the concepts and principles of teacher demand and supply.
10. Identify five (5) sources of teacher supply
11. Describes the promotion policies for teachers in Nigeria
12. Explain at least 5 factors influencing teacher retention in Nigeria.

**Course Contents**

1. Educational Administration

Policies and principles of educational administration in Nigeria; Federal-state-local government relations; problems of multiple centres of authority; decision making in education;

Educational supervision and inspection, the organization of the inspectorate; Relations between the inspectorate and other agencies; School evaluation and inspection procedures; Accountability in education;

Teacher demand and supply; Teacher supply as a constraint on educational expansion; Sources of supply; Teacher supply; cost and promotion policies; Teacher morale;

School management and organization; school organization for effective management; Hierarchical school management; Room of the principal and vice principal; Principal’s/ Staff/ student relation; co-operative management and its procedures; School Finance;

School -community relations; organizing a social programme for the school relations between the school and local community leaders, the PTA, SBMS, OSA and their roles in school management; Relationship between formal and non-formal education systems;

1. Educational Planning

The nature and scope of educational planning; the relations of educational plans to economic and social planning; planning; planning the educational system: structure and organization sequences. Planning procedure-formulation implementation and evaluation;

Statistical data for educational planning; types of statistical data and their uses in planning- population institutions and enrolment, collection and processing of educational data projection of enrolment;

1. Costing and financing education;
2. Policy issues in educational panning;

**BUK-EDU 404: Guidance Counselling (2 Units, Compulsory, LH 30)**

**Senate approved relevance**

Students need to be assisted to develop their vocational, academic and psychological capabilities. Similarly, students need help in order to help potential, shape behaviours and make informed decision. For these reasons and in line with mission of the university, guidance and counselling became imperatives. Guidance and Counselling offers a challenging and innovative study experience which draws on theoretical perspectives and is enhanced by opportunities to put that theory into practice in a range of settings. Application of theory into practice is a central theme of the course

**Overview**

The course will give an opportunity for detailed study of the major aspects of guidance and counselling and their application to Nigerian contexts.The course provides students with the cutting-edge knowledge and skills needed for the professional practice of the trade. It will also enable students acquire knowledge and skills relevant to professional Guidance and Counselling help students acquire verbal and non-verbal responses of clients, noticing slightest shifts in body language and the mood changes.

The course is a valuable foundation for those who wish to use guidance and counselling strategies as part of a job role in working with young people and adults in health, education or community settings, or as the basis for further postgraduate research or professional training.

**Objectives**

1. Differentiate directive, non-directive and eclectic approaches to counselling
2. Enumerate conditions for directive and non-directive counselling
3. Explain communication skills in counselling
4. Discuss appraisal and relevant techniques of counselling
5. Describes theoretical postulations of relevant counselling theories
6. Discuss theoretical postulations of relevant vocational theories
7. Explain ethical issues in counselling
8. Discuss the concepts of multicultural counselling

**Learning Outcome**

1. Differentiate directive, non-directive and eclectic approaches to counselling
2. Enumerate conditions for directive and non-directive counselling
3. Explain communication skills in counselling
4. Discuss appraisal and relevant techniques
5. Describes theoretical postulations of relevant counselling theories
6. Discuss theoretical postulations of relevant vocational theories
7. Explain ethical issues in counselling
8. Discuss the concepts of multicultural counselling

**Course Content**

Approaches to counselling-directive, non-directive and eclectic; conditions for directive approach: knowledge of psychological, sociological, human development theories, skills involved in 4 or 7 step models etc. Non-directive approach -Genuineness or Congruence, empathy, Positive Regard or Respect and concreteness or rapport building; Communication Skills in Counselling: Concept of Communication, types of communication, dimensions of Nonverbal Communication and advanced Skills in Communication; Appraisal Techniques in Counselling: Meaning of Appraisal, purposes of Appraisal and appraisal techniques; Counselling Theories: Psychoanalysis: Person-centered: Carl Rogers, Adlerian; Vocational guidance theories: Traits & Factor, Holland, Social Cognitive Career Theory, Donald Super, Ginzberg, Krumboltz; Ethical Issues in Counselling: Meaning of Ethics, Ethical Considerations in Counselling: Informed Consent, Confidentiality, non-imposition of value; dual relationship etc. Concept of Privilege Communication; Multicultural counselling: Meaning, scope, basic concepts –culture, multicultural competence, characteristics of culturally competent counsellor

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**BUK-EDU 405: Classroom Behaviour Management (2 Units, Compulsory, LH 30)**

**Senate Approved Relevance**

It is a fact that knowledge of content is essential, but not sufficient for professional teaching. In addition to it, teachers must possess pedagogical knowledge. Pedagogical knowledge is of two types: pedagogical content knowledge (PCK) and general pedagogical knowledge (GPK). The PCK is domain specific and involves an understanding of how to present course contents in such ways that they are easy to learn. The GPK has to do with an understanding of instructional strategies and classroom management. It applies to all subject matter or topics. The course is an aspect of GPK that exposes student-teachers to different procedures for effective classroom management.

**Overview**

No matter how versed a teacher is in the subject matter, in the techniques of delivering the instructional objectives, in learner characteristics and variability, he cannot function effectively in the classroom if he does not know how to establish and maintain an effective learning environment. Classroom variables such as minimal distraction, a clear classroom routine, a positive atmosphere and varied applications of teaching methods, are essential for effective teaching-learning process and improved students’ performance.

However, certain learner behaviours may make teacher’s efforts to naught. Instructions may be ineffective if measures are not taken to manage situations in the classrooms. Furthermore, individual differences in cognitive, affective and psychomotor tendencies, typical of students at different ages, may create some classroom behaviour problems. Therefore, a teacher trainee is expected to learn and acquire different techniques of classroom behaviour management.

**Objectives**

The objectives of the course are to:

1. Introduce the concept of classroom behaviour management to the student teachers
2. Acquaint the student teachers with varied techniques of classroom behaviour management
3. Assist the trainees on how to identify common behaviour problems of pupils/students in schools
4. Accustom the student teachers with suggestions on how to handle behaviour problems in the classroom
5. Familiarize the trainees on how to analyse reasons for indiscipline in schools
6. Acquaint the student teachers on how to come up with classrooms tactics and school programmes that will reduce students’ indiscipline

**Learning Outcomes**

At the end of the course, students should be able to:

1. define classroom behaviour management;
2. explain the rationale for learning about classroom behaviour management;
3. explain the principles of operant conditioning and their implications to classroom management;
4. explain the tenets of Choice Theory (CT) and their implications to classroom management;
5. explain the principles of Direct Learning Theory (DLT) and their implications to classroom management;
6. explain the tenets of Social Learning Theory (SLT) and their implications to classroom management;
7. outline various classroom management techniques;
8. identify five (5) common behaviour problems typical of students at different levels of development;
9. explain how the classroom management techniques can be used to manage specific behaviour problems;
10. distinguish between discipline and indiscipline; and
11. Discuss five (5) strategies for reducing indiscipline in school

**Course Contents**

The concept and meaning of classroom behaviour management; The rationale for classroom behaviour management; Theories on behaviour management: operant conditioning; The choice theory of behaviour management; Direct learning theory of behaviour management; Social learning theory of behaviour management; Techniques of classroom behaviour management. The use of reinforcement schedules in classroom management; The use of token economy in managing behaviour in the classroom. Common behaviour problems of students at different levels of development; Managing specific behaviour problems; The meanings of discipline and indiscipline in schools; The strategies for reducing indiscipline in schools.; The use of corporal punishment in dealing with behaviour problems.; Examination of cases (life experiences) of behaviour problems and teachers’ response to them.

**BUK-EDU 406: Measurement of General and Special Abilities (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

Teachers are employed to facilitate achievement, by learners, of some officially recognized instructional objectives. A teacher preparation programme, especially at undergraduate level, ought to emphasize that achievement of the objectives is usually a function of a number of factors. Learners’ abilities constitute one of them. It is important that student-teachers appreciate the influence of abilities, especially, the mental type, onclassroom achievement. They should be able to measure, using appropriate tools, these abilities. This underscores the need for a course on measurement of general and special abilities.

**Overview**

The course will help the students gain some understanding of such concepts as measurement and mental abilities. It will also enable them know the general and specific abilities that usually come into play vis-à-vis achievement of the objectives. The course will further equip them with knowledge and skills on how to measure constructs such as intelligence, creativity and aptitude. It can also make them aware of some of the psychological issues associated with ability testing. It is quite useful that the trainees appreciate, through the course, relevance of factor analysis in measurement of abilities.

**Objectives**

The objectives of the course are to:

1. Introduce to the student teachers the concepts of measurement and mental abilities
2. Acquaint the students with general and specific abilities and examples of each
3. Make the students appreciate the psychological issues in ability testing
4. Familiarize the students with the concepts of intelligence, creativity and aptitude as well as their measurement
5. Introduce the students to the relevance of factor analysis in measurement of abilities

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the concepts of measurement and mental abilities;
2. distinguish between general and specific abilities;
3. explain five (5) psychological issues in ability testing
4. Describe at least two (2) instruments each for measuring intelligence and its administration and scoring
5. Describe at least two (2) instruments each for measuring creativity and its administration and scoring
6. Describe at least two (2) instruments each for measuring aptitude and its administration and scoring
7. explain the relevance of factor analysis in measurement of abilities

**Course Contents**

Introduction: measurement - meaning, attributes and scales of measurement; concept of mental ability; Concepts and examples of general and specific abilities; A brief history of testing mental abilities; Psychological issues in ability testing; Intelligence: definitions, forms/types, specific tools used to measure it (e.g. Binet-Simon Intelligence Scale, Wechsler Adult Intelligence Scales, Wechsler Intelligence Scale for Children; Creativity: definitions, domains and dimensions; criteria for assessing creativity, specific instruments of measuring creativity, (e.g, The Torrance Test of Creative Thinking, The Creative Personality-Potential Composite, Gough Creative Personality Scale); Aptitude: definitions and types – mechanical reasoning, situational judgement, diagrammatic/spatial reasoning, abstract reasoning, verbal ability, numerical reasoning, clerical aptitude; specific instruments of measuring aptitude, e.g, Differential Aptitude Test (DAT), Academic Promise Test (APT), Non-reading Aptitude Test Battery (NATB).

**BUK-EDU 407: Girl-child Education and Development (2-unit, Elective, LH 30)**

**Senate Approved Relevance**

In a number of African societies Nigeria inclusive, the education of Girl Child suffered a great deal of setbacks which militated against equal educational opportunities for female children, due to cultural beliefs and practices, household and families’ constraints and school factors. But with the recent international and local declarations as well as policy provisions, the roles, statuses and educational opportunities of womenfolk are gradually changing thus paving way to new developments in breaking any obstacle traditional or otherwise that can hinder Girl Child’s chance to access full educational opportunities at all levels. This course acquaints students with both traditional and modern outlooks and scholastic analyses on changing roles and statues of Girl Child which necessitate equal educational opportunities for all citizens irrespective of their gender differences.

**Overview**

The course analyses the roles and statuses of girl child in the traditional societies; the historical, cultural, religious and political significance of girl child education. The course further analyses gender gap between boys and girls in terms of access to education and rate of completion especially at basic, post basic and tertiary levels of education. The traditional and contemporary roles and statuses of girl-child in the family, community and society are highlighted.

Prospects and challenges of girl-child education, changing roles and statuses of womenfolk in the contemporary societies, women liberation movement, Islamic view on women education and liberation, historical development of girl-child education in Nigeria, educational achievement of girls and their vocational aspirations.

**Objectives**

The objectives of the course are to:

1. Acquaint the students with roles and statuses of women in the African traditional societies
2. Familiarize the students with traditional viewpoints pertaining to education of Girl Child
3. Make students appreciate the changing roles and statuses of girls and women in the contemporary Nigerian societies
4. Enlighten the students on the social, economic, health and political roles of womenfolk in Nigeria
5. Acquaint the students with critical issues revolving around women liberation movement and its educational implications
6. Educate students on the historical development of Girl Child education in Nigeria
7. Acquaint the students with Islamic perspective of women liberation and education

**Learning Objectives**

By the end of the course, the students should be able to:

1. Explain roles and statuses of women in the African traditional societies.
2. Discuss the traditional view point pertaining to education of girl child.
3. Discuss the changing roles and statuses of girls and women in the contemporary Nigerian societies
4. Explain the social, economic, health and political roles of womenfolk in Nigeria
5. Describe the critical issues revolving around women liberation movement and its educational implications
6. Trace the historical development of girl child education in Nigeria
7. Discuss the girl child education policies in Nigeria
8. Explain at least five (5) barriers to girl child education in Nigeria
9. Explain Islamic perspective of women liberation and education

**Course Contents**

The roles and statuses of girl child in the traditional societies; the historical, cultural, religious and political significance of girl child education; ideologies and domination in education; special ideologies and female subordination in society; theories and myths and the gender power distinction;; historical development of Girl Child education in Nigeria; The girls’ right to education; Girl child education policies in Nigeria –NPE, UBE and SDG; Gender equality in education; Importance of girl child education; barriers to girl child education; provisions for Girl Child education and educational achievement and their vocational aspiration; gender and leadership an Islamic perspective

**EDU 409: E-Testing in Basic and Secondary (2 Units Elective, LH 15, PH 45)**

**Senate Approved Relevance**

In order to attain the five goals of education, the National Policy on Education (2014) has prescribed, among other things, that classroom activities shall be learner-centred and supported by ICT. The policy further asserts that in order to attain the goals of educational assessment, all levels of education in the country shall be encouraged to migrate to computer based test (CBT) in assessment. These injunctions have far-reaching implications for teacher development. That is, modern teachers should be equipped with the knowledge and skills of e-testing not only to meet up with the rapid adoption of the new innovation in Nigeria, but to also to compare with their global partners

**Overview**

The introduction of World Wide Web (www) in the 1990s, have brought about innovation in the learning environment and processes. That is with the new technology, e-learning or online learning as it is sometimes referred to, has dominated course contents delivery in many schools world over. Side by side with the adoption of e-learning, is the use of e-testing to replace or supplement the traditional testing process.

As e-learning is a learning system based on formalized teaching with the help of electronic resources – computers and the internet, e-testing also employs those modern ICT gadgets to gauge the learners’ extent of the attainment of instructional objectives. Thus, e-testing has evolved as an innovative means of evaluation, not only in e-learning, but also in the traditional, face-to-face teaching process. As such, student-teachers are expected to be familiar with the procedures of e-testing so as to meet up with the rapid adoption of the new innovation in Nigeria.

**Objectives**

The objectives of the course are to:

1. Acquaint the students with the concept and processes of e-testing
2. Provide the students skills required for e-testing at the basic and secondary school levels
3. Develop in the students skills required in e-testing administration and invigilation
4. Develop in the students the ability to prepare e-testing environment and use of e-portfolios
5. Create in the students the awareness of the technologies for e-testing
6. Acquaint students with best practices in e-testing
7. Make students appreciate the challenges of best practices in e-testing at the basic and secondary levels and how to overcome them

**Learning Outcomes**

At the end of the course, students should be able to:

1. explain the meaning of e-testing;
2. distinguish between e-testing and e-assessment; between e-assessment and online assessment; and between online assessment of learning and assessment of online learning;
3. differentiate between web-based and secured site assessments delivery methods;
4. outline the basic skills required in e-testing;
5. explain the role of a teacher in e-testing administration and invigilation;
6. explain the steps in preparing the e-testing environment;
7. discuss the use of e-portfolios in assessment;
8. explain the meaning of Computer Based Testing and its types;
9. explain the Computer Based Testing models;
10. outline the strengths of Computer Based Testing; and
11. discuss the challenges to best practices in the e-testing

**Course Contents**

The concept and meaning of e-testing; differences between e-testing and e-assessment; distinction between e-assessment and online assessment; difference between online assessment of learning and assessment of online learning; processes of e-testing: circle of e-assessment and system/methodology of e-testing; basic skills required in e-testing; e-testing administration and invigilation; e-testing environment; preparing for e-testing; use of e-portfolios in assessment; technologies for e-assessment: virtual learning environment (VLE) and computer based assessment (CBA) tools; computer based testing (CBT): meaning, types and strengths; models of computer based testing; large scale computer based testing; challenges in e-testing; practical on computer skills.

**BUK-EDU410: School to Work in Teacher Education (2 Units, Elective, LH 30)**

**Senate Approved Relevance**

Producing graduates who are adequately informed and fully equipped with knowledge and employability skills capable of meeting the needs 21st century teaching industry and beyond is the ultimate goal of BUK. This is made possible by providing relevant content of the subject matter as well as enabling ground for linking education and training. Relevance is seen in teacher education preparing young people for immediately employment in schools and in other human services thereby achieving social and economic development.

**Overview**

Employment is gradually becoming more competitive and the need for skillful employees that provides best inputs for the development of schools and other organisation is attracting more attention. In the same vein, production of graduates with required knowledge, skills and competencies remains essential taking into cognizance in the 21st century knowledgeable and skill labour requirements.

The course is design to educate students on how to deal with issue of employment in both socialist and capitalist economic systems upon graduation and also highlight the contribution of Vaizey and Schultz Theory. The course will help students to become more relevant and aware about career, employability, employability skills, explore relevant opportunities within and outside school setting, recruitment and selection; how career information is collected and disseminated among others.

**Objectives**

The objectives of the course are to:

1. Identify connection between higher education and labour market
2. Differentiate between Education and Training
3. Analyse labour market in capitalist and socialist oriented economies
4. Explore opportunities in the labour market in capitalist and socialist oriented economies
5. Discuss the concept of career, career decision making and decision making process
6. Identify employability skills
7. Explain Job Search Strategies
8. Discuss concept of recruitment, selection and hiring
9. Explain career development and its related factors e.g. career maturity
10. Discuss youth unemployment and consequences

**Learning Outcomes**

At the end of this course, students should be able to

1. Explain the connection between higher education and labour market
2. Discuss relationships of Education, Social and Economic Development
3. Analyse labour markets under capitalist and socialist oriented economies
4. Enumerate five each of the opportunities in the labour market of capitalist and socialist oriented economies
5. To differentiate between education and training
6. Discuss the concepts of career, career decision making and decision making process
7. Describe at least five (5) employability skills
8. Describe job Search Strategies
9. Explain recruitment, selection and hiring
10. Explain career development and its related factors e.g. career maturity
11. Discuss youth unemployment and consequences

**Course Content**

Concept of higher education, labour market, labour market in capitalist oriented economy, Labour market Opportunities, Education and Training; Career, Career Decision Making and Models of Career Decision making, employability skills, Job Search Strategy, Recruitment, Selection and Hiring, Career Development and Its related factors. Education, social and economic development; The Vaizey and Schultz Theory; The role of the education system in the capitalist economy; The socialist economy and education; Education achievement and occupational placements; case studies USA, UK Nigeria critical analysis of qualifications for jobs. The school and external forces employers, parents, politicians etc. the analysis of examinations (especially external exams) correspondence course as aviaries to the labour market; Careers and young people career guidance: Ambitions and potentials; Unemployment and its consequence; Policies and practice in youth employment; Education and certification: A critique; Crises of unemployment: The ways out.

**EDU 411: Value Education (2 Units Elective, LH 30)**

**Senate Approved Relevance**

The nation policy on education is very specific in the teaching of values in schools. “Inculcation of national consciousness, *values*, and national unity”, is one of the goals of education in Nigeria. The policy further stipulates six (paragraph 9, NPE, 2014) values which the quality of instruction is to provide at all levels of education. “Respect for the worth and dignity of the individual; faith in man’s ability to make rational decisions; and moral and spiritual principles in inter personal and human relations” are three of the six values postulated in the NPE to be acquired by children in schools. These injunctions have far reaching implication for teacher development. That is, to judiciously and effectively inculcate values in school, teacher trainees require pedagogical content knowledge to meet this national policy demand. The course value education is relevant to acquaint the students with such knowledge.

**Overview**

Values are the beliefs an individual hold as what is right, what is wrong and what is important in his life. Value education is a means through which moral and ethical values are developed in an individual. Value education is import to an individual because it aims to help him acquire virtues as honesty, responsibility, respect, cooperation and other ethics necessary for living a functional life. Values are learnt from different agents of socialization.

School system is a better place for inculcating values. Therefore, value education is better developed at the childhood (and perhaps shaped at adolescent stage). “As the stem incline so as the tree” is an old saying, in this context, education plays a major role in the training of values to children right from their school age. Therefore, student teachers should be equipped to deliver the quality of values as per the situation and explore the process by which children develop those virtues essential for living a meaningful life.

**Objectives**

The objectives of the course are to:

1. Acquaint the students with the concepts of values and value education
2. Make the student teachers appreciate the need for and objectives value education
3. Create in the students the awareness of values and value education in different Nigerian societies
4. Help the students discern the emphasis made on value education in Nigeria education polices
5. Familiarize the students with approaches to teaching and inculcation of value education at the basic and secondary levels
6. Introduce to the students such topical issues of value education such as salient values for life; social and ethical values; and human rights
7. Help the student to critically look at the effect of social media on children and youth acquisition values

**Learning Outcomes**

At the end of the course, students should be able to:

1. Explain the meanings of values and value education
2. Discuss the importance of value education to youth
3. Outline the objectives of value education
4. Identify at least five (5) factors that influence the learning of values in children
5. Describe value education in traditional societies in Nigeria
6. Discuss the emphases made on value education in the Nigeria education policies
7. Explain three (3) approaches to the teaching of value education in schools
8. Outline the salient values for life
9. Explain the features of social and ethical values
10. Examine the place of values in human rights claims
11. Examine the role of socialization practices in shaping values
12. Explain the positive and negative influence of social media on acquisition values

**Course Contents**

The meaning, types and categorization of values; the concept and meaning of value education; The need for value education; Objectives of value education; factors influencing the learning of values; Value differences among societies; Value education in Nigerian societies; Education policies and the emphasis on value education; Approaches to the teaching of value education: integrated approach and curricular approach; The role of teachers in teaching and inculcating values. Salient values for life; Social and ethical values; National and political values; Human rights and values; Socialization practices and development of values; the effect of social media on values.