

UNIVERSITY OF IBADAN. IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF ADULT EDUCATION
CCMAS 2024/2025 SESSION
100 LEVEL COURSE CONTENT AND LEARNING OUTCOMES

Table 1.1: 100 Level First Semester Courses

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	30	
EDU 101	Introduction to Teaching and Foundations of Education	2	C	30	
EAE 101	Introduction to Adult Education	2	C	30	
TS	4 Units of Teaching Subject in the areas of Arts, Social Science or Sciences	4	R	90	
Choose One Area of Specialisation					
Literacy and Vocational Education					
EAE 111	Literacy and Vocational skills for Development	2	C	30	
Community Development					
EAE 121	Introduction to Community Development	2	C	30	
Social Development and Extension					
EAE 131	Working with Marginal Groups	2	C	30	
Cooperative Management					
EAE 141	Historical Perspectives of Cooperatives in Nigeria	2	C	30	
Women Education					
EAE 151	Introduction to Gender Studies	2	C	30	
Industrial and Labour Studies					
EAE 161	Introduction to Industrial Education	2	C	30	
Distance Education					
EAE 171	History of Distance Education	2	C	30	
Administration					
EAE 131	Working with Marginalised Groups	2	C	30	
UI-ADE 103	Introduction to Methods of Teaching Adult	3	C	30	
UI-ADE 107	Organisational Communication	2	C	30	
	TOTAL UNITS	19			

Table 1.1: 100 Level Second Semester Courses

Course Code	Course Title	Units	Status	LH	PH
GST 112	Nigerian Peoples and Culture	2	C	30	

EAE 102	Adult Education and Development	2	C	30	
TS	6 Units of Teaching Subject in the areas of Arts, Social Science or Sciences	6	R	30	
Choose One Area of Specialisation					
Literacy and Vocational Education					
EAE 112	Oracy and Linguistic Literacy in English	2	C	30	
Community Development					
EAE 122	Adult Education and Community Development	2	C	30	
Social Development and Extension					
EAE 132	Critical Pedagogy	2	C	30	
Cooperative Management					
EAE 142	Introduction to Philosophy of Cooperatives and Cooperative Management	2	C	30	
Women Education					
EAE 152	Government Policies and Development of Women	2	C	30	
Industrial and Labour Studies					
EAE 162	Introduction to Personnel Development and Administration	2	C	30	
Distance Education					
EAE 172	Open Learning System and Learning in Non-School Environment	2	C	30	
Administration					
EAE 162	Introduction to Personnel Development and Administration	2	C	30	
UI -ADE 104	Introduction to Social Welfare	2	C	30	
UI-ADE 106	Introduction to Distance Education	3	C	45	
	TOTAL UNITS	19			

Course Contents and Learning Outcomes

100 Level

GST 111 Communication in English (2 Units C: LH 15; PH 45)

Learning Outcomes

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

1. identify possible sound patterns in English Language;
2. list notable Language skills;
3. classify word formation processes;
4. construct simple and fairly complex sentences in English;
5. apply logical and critical reasoning skills for meaningful presentations;
6. demonstrate an appreciable level of the art of public speaking and listening;
and
7. write simple and technical reports.

Course Contents

Sound patterns in English Language (vowels and consonants, phonetics and phonology). English word classes (lexical and grammatical words, definitions, forms, functions, usages, collocations). Sentence in English (types: structural and functional, simple and complex). Grammar and Usage (tense, mood, modality and concord, aspects of language use in everyday life). Logical and Critical Thinking and Reasoning Methods (Logic and Syllogism, Inductive and Deductive Argument and Reasoning Methods, Analogy, Generalisation and Explanations). Ethical considerations, Copyright Rules and Infringements. Writing Activities: (Pre-writing, Writing, Post writing, Editing and Proofreading; Brainstorming, outlining, Paragraphing, Types of writing, Summary, Essays, Letter, Curriculum Vitae, Report writing, Note making and Mechanics of writing). Comprehension Strategies: (Reading and types of Reading, Comprehension Skills, 3RsQ). Information and Communication Technology in modern Language Learning. Language skills for effective communication. Major word formation processes. Writing and reading comprehension strategies. Logical and critical reasoning for meaningful presentations. Art of public speaking and listening. Report writing.

GST 112: Nigerian Peoples and Culture (2 Units C: LH 30)

Learning Outcomes

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

1. analyse the historical foundation of the Nigerian culture and arts in pre-colonial times;
2. list and identify the major linguistic groups in Nigeria;
3. explain the gradual evolution of Nigeria as a political unit;

4. analyse the concepts of Trade, Economic and Self-reliance status of the Nigerian peoples towards national development;
5. enumerate the challenges of the Nigerian State towards Nation building
6. analyse the role of the Judiciary in upholding people's fundamental rights
7. identify acceptable norms and values of the major ethnic groups in Nigeria; and
8. list and suggest possible solutions to identifiable Nigerian environmental, moral and value problems.

Course contents

Nigerian history, culture and art up to 1800 (Yoruba, Hausa and Igbo peoples and culture; peoples and culture of the ethnic minority groups). Nigeria under colonial rule (advent of colonial rule in Nigeria; Colonial administration of Nigeria). Evolution of Nigeria as a political unit (amalgamation of Nigeria in 1914; formation of political parties in Nigeria; Nationalist movement and struggle for independence). Nigeria and challenges of nation building (military intervention in Nigerian politics; Nigerian Civil War). Concept of trade and economics of selfreliance (indigenous trade and market system; indigenous apprenticeship system among Nigeria people; trade, skill acquisition and self-reliance). Social justices and national development (law definition and classification. Judiciary and fundamental rights. Individual, norms and values (basic Nigeria norms and values, patterns of citizenship acquisition; citizenship and civic responsibilities; indigenous languages, usage and development; negative attitudes and conducts. Cultism, kidnapping and other related social vices). Re-orientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Re-orientation; Reorientation Strategies: Operation Feed the Nation (OFN), Green Revolution, Austerity Measures, War Against Indiscipline (WAI), War Against Indiscipline and Corruption(WAIC), Mass Mobilization for Self-Reliance, Social Justice and Economic Recovery (MAMSER), National Orientation Agency (NOA). Current socio-political and cultural developments in Nigeria.

EDU 101: Introduction to Teaching and Foundations of Education (2 Units C: LH 30)

Learning Outcomes

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

1. state the important roles of teaching as a profession;
2. raise and judge some ethical issues in education;
3. list the intellectual and practical competencies required by the teacher;
4. justify the need for education in the development of a nation;
5. give an account of the history of education from ancient times to the present day modern education in Nigeria;
6. present an overview of the National Policy on Education;
7. identify the stages of child and adolescent development;

8. state the behaviourist, cognitive and socio-cultural perspectives of learning; enumerate historical and current developments in sociology of education; and
9. highlight the historical and current developments in philosophy of education.

Course Contents

Teaching as a profession, ethics of the teaching profession. Pedagogical content knowledge, intellectual and practical competencies required by the teacher. Link between education and development. Educational development and institutions, from ancient times to the present with particular reference to the evolution of modern education in Nigeria. Brief treatment of learning from the behaviorist, cognitive and sociocultural perspectives, child and adolescent development, learner characteristics, intelligence, creativity, motivation. Values in education, major tenets of Idealism, Realism, Neo-Thomism, Experimentalism and Existentialism and their applications in education. Sociological approaches to learning, social context and social structure and their roles in education.

EAE 101: Introduction to Adult Education

(2 Units C: LH 30)

Learning Outcomes

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

1. give the meaning and scope of adult education;
2. discuss the significance of the study of adult-education;
3. identify challenges facing adult education practice in Nigeria; and
4. discuss the career opportunities for adult education graduates.

Course Contents

Concepts of adulthood: Education and adult education. Scope and significance of adult education. The neglect of adults in the scheme of formal education in developing countries. The role of adult education and its goals and activities. The challenges facing adult education practice in Nigeria. Career opportunities for adult educators in Nigeria.

EAE 102: Adult Education and Development

(2 Units C: LH 30)

Learning Outcomes

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

1. explain the link between education and nation building;
2. express the knowledge of certain education theories guiding national development and education;
3. provide diverse explanations of social change and development;
4. identify needed social changes in the community and their challenges;
5. state the role of adult education in promoting social change; and
6. discuss the role of university adult education in national development;

Course Contents

Education of adults and national development. Concept of development and its relation to education. Theories of development in the context of nation states/factors affecting developing societies. Theories of social change and social development. Types, approaches and management of change as well as constraints to social change. Role of adult education in promoting social change. Social policies with focus on Nigeria. University adult education in developing countries with particular focus on Nigeria.

EAE 111: Literacy and Vocational Skills for Development (2 Units C: LH 30)

Learning Outcomes

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

1. explain the difference between the production of vowel and consonant sounds;
2. list many phonological features of language (mother tongue & English) with examples of effect on communication;
3. use and critique certain features in samples of oral communication;
4. identify appropriate techniques for sounding new words; determining meaning of words and others;
5. use techniques to make out correct features of a language in an oral or written passage; and
6. create materials for group to practice using the techniques.

Course Contents

The necessity, importance and currency of literacy in various vocational and technological endeavours. Generation of knowledge of various job skills, career training, and trades that are based on manual and semi/skilled labour. Different approaches to literacy and vocational and technological skills. The importance and contribution of vocational skills. Relevance in Nigerian context for individual, overall national development, employment and entrepreneurial value of the learner.

EAE 112: Oracy and Linguistic Literacy in English (2 Units C: LH 30)

Learning Outcomes

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

1. explain the difference between the production of vowel and consonant sounds;
2. list many phonological features of language (mother tongue & English) with examples of effect on communication;
3. use and critique certain features in samples of oral communication;
4. identify appropriate techniques for sounding new words; determining meaning of words and others;

5. use techniques to make out correct features of a language in an oral or written passage; and
6. create materials for group to practice using the techniques.

Course Contents

The importance of phonological features of language in communication and comprehension. Develops students listening and speaking skills. The ability to perceive and pronounce English sounds correctly. Types of listening and speaking skills. Practice in the ability to discriminate and produce vowel and consonant sounds, diphthongs, segmental and supra segmental. Different classroom techniques used to practice English phonology, grammar and vocabulary in a new language. Practice with repetition, substitution, look & say, matching techniques used normally for beginner language learners. Practice in the creation and development of materials for the purpose.

EAE 121: Introduction to Community Development (2 Units C: LH 30)

Learning Outcomes

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

1. explain the meaning of community and community development;
2. give reasons why community development is important;
3. list economic, social and cultural factors that affect community well-being and development; and
4. describe how education can affect community development.

Course Contents

Concept of Community Development. Meaning of community as distinct from group or society; rural and urban communities. Characteristics and assumptions of community development programmes and their component projects. Economic, cultural and social factors in community development in Nigeria Education as a potent force in poverty elimination/wealth generation in Nigerian communities.

EAE 122: Adult Education and Community Development (2 Units C: LH 30)

Learning Outcomes

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

1. state the role and importance of adult education in relation to the Nigerian environment and SDGs;
2. explain the concepts of self-relevance and self-reliance as goals of adult education and how they can be achieved; and
3. discuss what strategies can be used to conduct successful adult education in Nigeria.

Course Contents

The importance and role of adult education in community development in Nigeria. Challenges of poverty, location, tradition to education and community development in Nigeria. The concepts of self-relevance, self-reliance and basic needs approach, relating and adapting the concepts to Nigerian situation.

EAE 131: Working with Marginal Groups

(2 Units C: LH 30)

Learning Outcomes

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

1. identify various marginalised groups and their educational needs;
2. describe the principles and techniques of working with marginalised groups;
3. discuss the challenges affecting the education of marginalised groups in Nigeria;
4. state effective ways of organising and addressing the challenges of marginalised groups; and
5. explain the importance of inclusion of the marginalised group for sustainable development.

Course Contents

The concept of marginalised groups in society such as women, orphans, the poor, the sick, people living with HIV and AIDS, the handicapped, ethnic minorities and others. Principles and strategies for working with marginalised groups. The organisation of programmes for marginalised groups – government and private efforts. National policy and programmes for marginalised groups. Challenges in addressing the needs of marginalised groups. Inclusiveness and sustainability.

EAE 132: Critical Pedagogy

(2 Units C: LH 30)

Learning Outcomes

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

1. explain certain methods of helping adults learn;
2. discuss the roles of Malcolm Knowles and Paulo Freire in shaping adult education instruction;
3. discuss Nigeria's national policy on education provisions on adult education instruction; and
4. discuss the meaning, scope and significance of extension education.

Course Contents

The methods of helping adults learn. Introduction of the teacher not as a depositor of knowledge (so-called banking concept) nor learners as recipients. Paulo Freire and conscientization. Malcolm Knowles and andragogy. National policy on education and

adult instructional strategies and techniques. Principles of adult learning in Nigeria. Introduction to the meaning, scope and significance of extension education.

EAE 141: Historical Perspectives of Cooperative in Nigeria (2 Units C: LH 30)

Learning Outcomes

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

1. give an historical account of cooperative movement in Nigeria before and after independence;
2. highlight the factors that contributed to the growth and development of cooperative societies in different sectors of the society; and
3. describe the transformative process of the Cooperative from the traditional to the modern form.

Course Contents

The predisposing factors leading to the emergence of cooperative movement in Nigeria. The origins of cooperative movement in Nigeria in pre-independence and post-Independence era. The nature and forms of the cooperative movement and the growth and developmental processes. Provision of an adequate map of the relevant timelines regarding the beginning of various cooperative ventures in diverse fields such as housing, transportation, institutions, and agriculture such as Fadama.

EAE 142: Introduction to Philosophy of Cooperatives and Cooperative Management (2 Units C: LH 30)

Learning Outcomes

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

1. discuss the concept of cooperatives and describe the basis and basic principles of cooperative;
2. identify the types and forms of cooperatives in Nigeria and state the advantages of cooperative;
3. highlight the distinction between cooperatives and other business enterprise;
4. explain the concept of cooperative management and describe cooperative governance; and
5. enumerate the challenges facing cooperatives in Nigeria.

Course Contents

The importance, purpose and basis of co-operatives. Principles of cooperatives; Governance and management of cooperatives. The concept of the cooperative, its advantages, history, types and forms in Nigeria. Models of co-operative management. The distinction between cooperatives and other forms of business.

EAE 151 Introduction to Gender Studies

(2 Units C: LH 30)

Learning Outcomes

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

1. outline the scope of gender studies and basic concepts;
2. trace historical differentiation of male and female roles;
3. explain the multidisciplinary nature of women's affairs;
4. describe the normal, traditional roles reserved for women in Nigerian society;
5. explain the global and local forces for change; and
6. state the problems of changing the normative status of women and suggest solutions.

Course Contents

Interdisciplinary nature and scope of gender studies; Distinction between gender and sex; Analyses and construction of male and female roles historically and from perspective of various disciplines; The traditional types of roles reserved for women in the family, in other societal institutions; Factors and indices of changing economic, social and political roles; The necessity for change and constraints; Global trends and areas of particular interest in developed and developing countries.

EAE 152: Government Policies and Development of Women (2 Units C: LH 30)

Learning Outcomes

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

1. explain the importance of government articulated policy for women development;
2. identify the landmark policy statements and instruments and underlying global influences if any;
3. analyse the focus and targets of policies;
4. assess extent and success of implementation and sustainability;
5. trace historically the focal points of women education in response to growing demands;
6. identify the socio-cultural and economic factors placing constraints on women education in the Nigerian environment;
7. summarise and assess individual, private and government interventions to equalize women educational opportunities; and
8. suggest further action to be taken in Nigeria to meet 2030 targets.

Course Contents

The role, genesis and importance of policy in women development, traditional education and objectives. Expanded demands and tackling the socio-cultural and economic factors that create disadvantages in women education. Projects, strategies and efforts being made to equalize educational and other opportunities. Targets of policies and laws in women

development. Implementation and impact of various policies and legislations put in place by government to promote women interests – rights, equality, empowerment and to narrow gender disparity in the country global influences and sustainability. Assessment against achievement of SDGs and 2030 target.

EAE 161: Introduction to Industrial Education

(2 Units C: LH 30)

Learning Outcomes

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

1. identify various occupations and careers in industry;
2. explain key terms in the world of work;
3. discuss the concepts of industry, education, and industrial education;
4. mention different types of industry and nature of their production; and
5. describe forms of industrial education essential to enhance workers' skills, competence and productivity.

Course Contents

Specialized skills related to a variety of occupations and careers in the society. Key terms relating to the world of work are discussed. Concepts of industry, education, and industrial education. Different types of industry and nature of their production as well as different forms of industrial education necessary for the enhancement of workers' skills, competences and productivity.

EAE 162: Introduction to Personnel Development and Administration (2 Units C: LH 30)

Learning Outcomes

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

1. explain personnel development and highlight importance of personnel training;
2. discuss workers' training needs, in-service training, training on the job;
3. highlight the steps to mentoring of workers in an industry;
4. describe how targets are set and met in an industry;
5. explain personnel administration and identify principles, policies, and practices in personnel administration;
6. describe methods of job design in industry; and
7. highlight techniques of staff recruitment, selection and placement in industry; and identify the yardsticks used for workers' promotion.

Course Contents

Origin and development of personnel administration. The principles, policies and practices in personnel administration and their implications for industries. Principles and methods applied to the problems of (a) job design (b) recruitment (c) promotion (d) selection (e) placement and (f) evaluation of personnel. How workers in an organization can assist to grow and manage for productivity. Concept of personnel development. Personnel training. Assessing and meeting workers' training needs. In-service training, training on the job, mentoring of workers, job description and assignment of duties. Setting and meeting targets of production and delivery.

EAE 171: History of Distance Education

(2 Units C: LH 30)

Learning Outcomes

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

1. give a historical background of open and distance education/learning in Nigeria;
2. examine the different models of distance learning in Nigeria;
3. highlight the roles of mass media in the development of open and distance education in Nigeria;
4. identify the distinction between distance education and other terminologies with distance education;
5. give examples of some correspondence institute;
6. explain the roles of information and communication technology in the development of open and distance learning in Nigeria;
7. explain the role of national open university of Nigeria (noun) in the promotion of distance education in Nigeria; and
8. give an overview of the work study programme of National Open University in Nigeria.

Course Contents

The origins, growth and development of distance education/learning in Nigeria; Different models of distance education in Nigeria; Roles of mass media, information and communication technology in the development of open and distance education in Nigeria. Distinction between distance education and other terminologies used interchangeably with distance education. Case study of some early correspondence institutes. Teaching methods and technology of remote instructional delivery. An examination of the work study programme of the National Open University in Nigeria.

EAE 172: Open Learning System and Learning in Non-school Environment (2 Units C: LH 30)

Learning Outcomes

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

1. define and discuss the meaning, concept and objectives of Open Learning;

2. highlight the features of LMS, explain the concept of learning management system (LMS) and its use in Open Learning;
3. discuss the meaning and types of open access literature as well as its relevance to Open Learning;
4. enumerate the different techniques used in Open Learning and identify the users and beneficiaries;
5. identify nature and types of non-school environment in Nigeria;
6. discuss the forms and contents of learning in non-school environment;
7. suggest methods for improvisation and deployment of human and material resources for learning in non-school environment; and
8. enumerate factors inhibiting learning in non-school environment.

Course Contents

Concepts and models of Open Learning, learning management system (LMS) as well as the features, objectives, techniques, users and beneficiaries of Open Learning; Opportunities that Open Learning provides for adult learning. The types of media that are available for, and the challenges that impact on Open Learning. Examination of open access literature and its relevance to Open Learning. Concepts of learning in non-school environment. Objectives, techniques and beneficiaries of learning in non-school environment; Focus on opportunities and provisions offered by non-school environment for adult learning. Open Learning that teachers and other social service staff such as doctors, nurses, social workers, and other professionals in different work settings can (and must) access.

UI-ADE 103: Introduction to Methods of Teaching Adult (3 units; Compulsory, LH =45; PH= 0)

Senate-Approved Relevance

Teaching methods are the broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Therefore, using the different teaching methods for students, which are rooted in both theory and practical of different teaching styles, will not only help teachers reach their full potential, but more importantly engage, motivate and reach the students in their classes, whether in person or online.

Overview

Since the humanistic approach to adult learning refers to how learners assume the responsibility to learn, it is important to facilitate learning by promising learners of personal growth and development as a learning outcome.

Objectives

The objectives of the course are to:

1. explain the meaning of an adult
2. describe the stages of adulthood
3. Highlight the various characteristics of adult learners
4. explain the principles underling the choice of teaching methods in adult education
5. Find out the effective strategies for teaching adults
6. Show the best practices for teaching adults in the 21st century
7. Differentiate between Andragogy and Pedagogy
8. Identify the qualities of a good facilitation

Learning Outcomes

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

1. Understand the meaning of an adult
2. Discuss the stages of adulthood
3. Identify the characteristics of adult learners
4. List the principles underling the choice of teaching methods in adult education
5. State the effective strategies for teaching adults
6. Demonstrate the best practices for teaching adults in the 21st century
7. Understand the meaning of Andragogy and Pedagogy
8. State the qualities of a good facilitation

Course Contents

Concept of Adult. Stages of Adulthood. Characteristics of Adult learners. Principles underling the choice of teaching methods in adult education. Effective strategies for teaching adults. Best practices for teaching adults in the 21st century. The concept of Andragogy and Pedagogy. The qualities of a good facilitation.

Minimum Academic Standards

A minimum lecture hall capacity of 100 students with power supply.

UI-ADE 104: Introduction to Social Welfare (2 units Compulsory, LH =30; PH=0)

Senate-Approved Relevance

Social welfare helps government to maximize waste of public funds through legislature's oversight functions. However, its policy is very important since it alleviate poverty among the members of the society and allow for quality lives of the people. Hence this course is designed to assist students solve some of the societal problems after teaching and learning process.

Overview

This course is designed to expose the students to governmental and non-governmental efforts to help its members function more effectively as individuals and as participants in organized social structures. At a minimum, social welfare policies should protect individuals from poverty and relative deprivation.

Objectives

The objectives of the course are to:

1. Show the meaning of social welfare
2. discuss social welfare's values, ethics, and practice principles
3. explain the major intervention methods of social welfare practice
4. discuss the generalist base of social welfare practice
5. Identify the social service delivery networks which comprise the social welfare system in the environments
6. Highlight the social welfare's historic commitment to social justice and to elimination of poverty

Learning Outcomes

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

1. Understand the meaning of social welfare
2. Explain social welfare's values, ethics, and practice principles
3. Identify the major intervention methods of social welfare practice
4. Analyse the generalist base of social welfare practice
5. Enumerate the social service delivery networks which comprise the social welfare system in the environments
6. State the social welfare's historic commitment to social justice and to elimination of poverty

Course Contents

Meaning of social welfare; Social welfare's values, ethics, and practice principles; major intervention methods of social welfare practice; identification of the generalist base of social welfare practice; social service delivery networks which comprise the social welfare system in the environments. Social welfare's historic commitment to social justice and to elimination of poverty.

Minimum Academic Standards

A minimum lecture hall capacity of 100 students with power supply.

UI-ADE 106: Introduction to Distance Education (3 units Compulsory, LH =45; PH= 0)

Senate-Approved Relevance

By its nature, a distance learning course brings together a more diverse group of students. This can provide students with exposure to cultural approaches in projects and work that they would not as readily receive in a conventional education environment. The course will also improve access to higher education and as well provide opportunities for lifelong learning.

Overview

The top benefit of distance education is its flexibility. Students can choose when, where, and how they learn by selecting the time, place, and medium for their education. For those who want direct, live access to teachers there are video conferencing options.

Objectives

The objectives of the course are to:

1. Understand the meaning of distance education
2. Identify the scope and purpose of distance education in contemporary Nigerian development
3. Highlight the methods and techniques for organisation and conduct of distance education, material production and study centres
4. discuss the problem of monitoring, co-ordination and programme evaluation

Learning Outcomes

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

1. Explain the meaning of distance education
2. State the scope and purpose of distance education in contemporary Nigerian development
3. Understand the methods and techniques for organisation and conduct of distance education, material production and study centres
4. Enumerate the problem of monitoring, co-ordination and programme evaluation

Course Contents

The purpose of this course is to discuss meaning, scope and purpose of distance education in contemporary Nigerian development; methods and techniques for organisation and conduct of distance education, material production and study centres including personnel selection. It will further discuss the problem of monitoring, co-ordination and programme evaluation.

Minimum Academic Standards

A minimum lecture hall capacity of 100 students with power supply.

UI-ADE 107: Organisational Communication (2 units Compulsory, LH =30; PH=0)

Senate-Approved Relevance

Communication is a vital management component to any organisation. Whether the purpose is to update employees on new policies, to prepare for a weather disaster, to ensure safety throughout the organization or to listen to the attitudes of employees, effective communication is an integral issue in effective management. To be successful, organisations should have comprehensive policies and strategies for communicating with their constituencies, employees and stakeholders as well as with the community at large.

Overview

Effective communication will help build the students morale, satisfaction and engagement. It will also help the students understand after graduation terms and conditions of their employment and drives their commitment and loyalty to the environment they may find themselves as well as lessen their chances for misunderstandings and potentially reduces grievances.

Objectives

The objectives of the course are to:

1. Acquaint students with the elements of the communication process
2. State the responsibilities of communicators at various levels
3. Highlight the methods of verbal and non-verbal communication in organisations
4. Discuss the strategies of communication for managing organizational performance
5. Identify the factors that affect intercultural communication
6. Demonstrate the role of organisational culture
7. Explain the strategies to manage conflict in the organisation

Learning Outcomes

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

1. Identify the elements of the communication process
2. Enumerate the responsibilities of communicators at various levels
3. State the methods of verbal and non-verbal communication in organisations
4. List the strategies of communication for managing organizational performance
5. Discuss the factors that affect intercultural communication
6. Analyse the role of organisational culture
7. State the strategies to manage conflict in the organisation

Course Contents

Topics include elements of the communication process, responsibilities of communicators at various levels, methods of verbal and non-verbal communication in organisations, strategies of communication for managing organizational performance, factors that affect intercultural communication, role of organisational culture, and strategies to manage conflict in the organisation.

Lecturer-in-charge of the Courses

Course Code	Course Title	Lecturer-in-charge
GST 111	Communication in English	
GST 112	Nigerian Peoples and Culture	
EDU 101	Introduction to Teaching and Foundations of Education	
EAE 101	Introduction to Adult Education	Dr Stella I. Odiaka
EAE 102	Adult Education and Development	Prof. L. K. Kazeem

Ten (10) units of teaching subjects in areas of Arts, Social Sciences or Science.		
Choose One Area of Specialisation		
Literacy and Vocational Education		
EAE 111	Literacy and Vocational skills for Development	Dr S. O. Ojedeji
EAE 112	Oracy and Linguistic Literacy in English	Prof. Omobola O. Adelere
Community Development		
Course Code	Course Title	Lecturer-in-charge
EAE 121	Introduction to Community Development	Prof. I. A. Abiona
EAE 122	Adult Education and Community Development	Dr U. C. Osu
Social Development and Extension		
EAE 131	Working with Marginal Groups	Dr Abiola A. Omokhabi
EAE 132	Critical Pedagogy	Dr Stella I. Odiaka
Cooperative Management		
EAE 141	Historical Perspectives of Cooperatives in Nigeria	Prof. L. K. Kazeem
EAE 142	Introduction to Philosophy of Cooperatives and Cooperative Management	Dr C. O. Omoregie
Women Education		
EAE 151	Introduction to Gender Studies	Dr Funmilola E. Akinyooye
EAE 152	Government Policies and Development of Women	Dr Mofoluke A. Omilani
Industrial and Labour Studies		
EAE 161	Introduction to Industrial Education	Prof. Agbomehre M. Momoh
EAE 162	Introduction to Personnel Development and Administration	Prof. K. O. Kester
Distance Education		
EAE 171	History of Distance Education	Dr T. G. Muibi
EAE 172	Open Learning System and Learning in Non-School Environment	Prof. K. O. Ojokheta
Administration		
EAE 162	Introduction to Personnel Development and Administration	Prof. K. O. Kester
EAE131	Working with marginalised groups	Dr Abiola A. Omokhabi
UI-ADE 103	Introduction to Methods of Teaching Adult	Prof. Omobola O. Adelere

UI -ADE 104	Introduction to Social Welfare	Dr Abiola A. Omokhabi
UI-ADE 106	Introduction to Distance Education	Prof. K. O. Ojokheta
UI-ADE 107	Organisational Communication	Dr Stella I. Odiaka

Agbomehre M. Momoh
Professor and Head