

UNIVERSITY OF IBADAN, IBADAN
DEPARTMENT OF EDUCATIONAL MANAGEMENT

2024/2025 ACADEMIC SESSION
100L COURSES (under the CCMAS)

Course Structure

100-Level

Table 4.2: Course Codes, Contents, Status, Units, Lecture Hours, Practical Hours and Semesters in which the Courses are offered.

| Course Code | Course Title | Units | Status | LH | PH | S |
|--------------------|---|-----------|--------|----|----|-----------------|
| GST 111 | Communication in English | 2 | C | 15 | 45 | 1 st |
| GST 112 | Nigerian Peoples and Culture | 2 | C | 30 | - | 2 nd |
| EDU 101 | Introduction to Teaching and Foundations of Education | 2 | C | 30 | - | |
| EDM 101 | History of Educational Management in Nigeria | 2 | C | 30 | - | 1 st |
| EDM 102 | Introduction to Management and Human resources' behaviours in organizations | 2 | C | 30 | - | 2 nd |
| EDM 103 | Introduction to Administrative and Management theories | 2 | C | 30 | - | 1 st |
| Teaching Courses | 8 Course units in relevant teaching areas of Arts, Sciences or Social Science | 8 | C | 90 | - | |
| UI-Teaching Course | 1 Course units in relevant teaching areas of Arts, Sciences or Social Science | 2 | R | 30 | - | |
| UI-EDU 100 | Instructional Methods 1 | 2 | R | 30 | - | |
| UI -EDM 104 | Basic Concepts in Economics of Education and Planning | 2 | R | 30 | - | 1 st |
| UI -EDM 105 | Careers in Educational Management | 2 | R | 30 | - | 2 nd |
| UI -EDM 106 | Demographic Data and Statistics for Educational Management | 2 | R | 30 | - | 2 nd |
| TOTAL | | 30 | | | | |

S - Semester

NOTE

- a. Courses in teaching subject will depend on the area of specialization such as in Arts, Social Sciences or in Sciences as the teaching subjects
- b. No course unit in teaching area at 400L because of Project, Practicum and Teaching Practice (T.P).

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 and Note making. 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 self-reliance (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;
9. enumerate historical and current developments in sociology of education; and
10. 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 behaviourist, 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.

EDM 101: History of Educational Management in Nigeria (2 Units/ C/ LH: 30)

Learning Outcomes

At the end of the course, the learners would:

1. be able to explain the trend and development of educational management in Nigeria during the pre-colonial era, pre-independence era, and the post-independence era; and
2. be capable of highlighting the role of State and Local governments and other relevant agencies and parastatals in managing education in Nigeria.

Course Contents

The trend and development of educational management in Nigeria; focusing on the management and control of education in the traditional context, pre-colonial era, pre-independence era, and post-independence era. The roles of: Federal, State, and Local government; boards, and voluntary agencies in the management of education in Nigeria.

EDM 102: Introduction to Management and Human Resources' Behaviours in Organizations (2 Units/ C/ LH: 30)

Learning outcomes

At the end of this course, students should be in a comfortable position to:

1. explain the meaning of human resources (People) behaviour in educational organisations focusing on the roles, duties and tasks of educational administrators, the staff and the students;
2. describe and explain the various and varied behaviours of human resources (staff and students) in terms of how they think, what they think and be able to predict such potential behaviours; and
3. argue that interactions and behaviours among individuals and groups in organizations can result in conflict, co-operation or collaboration in the organization.

Course Contents

The concept of behaviour in organizations, focusing on the task that educational administrators engage in towards achieving organisational goals. The behaviour of the Human Resources (staff and students) in an educational organisation in terms of how they think, what they think and predicting what they can likely do. The movement in the development of administrative theory and practice; highlighting on the emerging leadership behaviour; as well as possible results of behaviours such as conflict, cooperation and collaboration among people in organisations.

EDM 103: Introduction to Management and Administrative Theories. (2 Units/ C/ LH: 30)

Learning Outcomes

By the end of this teaching and learning activities, the learners should be in advantage position to:

1. Professionally explain and discuss the basic theories of management and administration such as: a. Scientific Management b. Human Relations c. Behavioural Theories
d. Neo-behavioural theories, e. Motivation Theories, f. Contingency theory, g. Social System theory; and
2. Explain the contributions of their proponents.

Course Contents

Scientific management, Human relations, Behavioural approach Social System theory; Contingency theory; examination of theoretical points of view of the following theorists; Fredrick Taylor, M. Mayo; Mary Parker Follett, Max Weber, Chester Barnard, Herbert Simon, Abraham Maslow, Maicibi A. Nok, Herbert Spencer, Niklas Luhmann, Ludwig Von Bertalanffy, Edward Fiedler and many others.

UI—EMD 104: Basic Concepts in Economics of Education and Planning

(2 Units/ C/ LH: 30)

Learning Outcomes

By the end of this teaching and learning activities, the learners should be in advantage position to:

1. Explain supply, national income, per capita income, growth rates consumption, physical capital, human capital, expenditure, consumption, investment, interest rates, cost-benefit analysis, index numbers, productivity and efficiency.
2. Apply the economic concepts above to education (for example, demand for education, investment in education, efficiency in education.
3. Discuss the Meaning, types and nature of planning, and use them within the context of education.

Course Contents

Elementary concept used in Economics of Education and planning: supply, national income, per capita income, growth rates consumption, physical capital, human capital, expenditure, cost consumption, investment, interest rates, cost-benefit analysis, index numbers, productivity and efficiency. Application to education of economic concepts to education, demand for education, investment in education, efficiency in education. Meaning, types and nature of planning.

UI—EMD 105: Careers in Educational Management

**(2 Units/ C/ LH:
30)**

Learning Outcomes

By the end of this teaching and learning activities, the learners should be in advantage position to:

1. Explain the current conceptions of careers in educational management.
2. Identify education management career in elementary, secondary and tertiary institutions.
3. Discuss the ingredients of career education programmes
4. Identify and explain the models for career education

Course Contents

Current conceptions of careers in Educational Management; Education Management Career in elementary, secondary and tertiary institutions. The ingredients of career education programmes. Career opportunities in the educational setting. Models for career education.

UI—EMD 106: Demographic Data and Statistics for Educational Management

**(2 Units/ C/ LH:
30)**

Learning Outcomes

By the end of this teaching and learning activities, the learners should be in advantage position to:

1. Explain basic concepts in demography: natality, mortality, vital statistics, etc.
2. Explain simple techniques of analysing census data: error detection, adjusting data for systematic errors, life tables, etc.
3. Identify the sources and uses of demographic data for Educational Management.
4. Determining the school-age population using of Sprague multipliers.
5. Perform exercises on demographic projection, forecasting techniques in educational management.
6. Explain educational statistics, its uses and coverage.
7. Discuss educational statistics in developing countries with special reference to Nigeria.

Uses and sources of demographic data for Educational Management. Basic concepts in Demography: natality, mortality, vital statistics, etc. Simple techniques of analyzing census data: error detection, adjusting data for systematic errors, life tables, etc. Determining the school-age population, use of Sprague multipliers. Demographic projection, forecasting techniques in educational management. Educational statistics, its uses and coverage. Educational statistics in developing countries with special reference to Nigeria. Collecting educational statistics. Collecting school statistics – the Annual Questionnaire. Records and Reference Tablets. Average and comparisons. Organization of a statistical unit.