



UNIVERSITY OF IBADAN, IBADAN
FACULTY OF EDUCATION
DEPARTMENT OF EARLY CHILDHOOD AND EDUCATIONAL FOUNDATIONS

100 Level Course Contents and Learning Outcomes

Table 1.1 100 Level First Semester Courses

Course Code	Course Title	Unit	Status	LH	PH
GST 111	Communication in English	2	C	15	45
EDU 101	Introduction to teaching and foundations of education	2	C	30	-
EEC 101	Introduction to Early Childhood Education	2	C	30	-
UI-CEF 113	Careers in Early Childhood Education	2	R	30	-
UI-CEF 103	Introduction to History, Sociology and Philosophy of Education	2	C	30	-
Total		10			

Table 1.2: 100 Level Second Semester Courses

Course Code	Course Title	Unit	Status	LH	PH
GST 112	Nigerian peoples and culture	2	C	30	-
EEC 102	The pre-school and Play in early childhood	2	C	30	-
EEC 104	Creativity art and activities in early childhood	2	C	30	-
EEC 106	Administration and supervision of early childhood education	2	C	30	-
UI-CEF 112	Introduction to Child's Growth and Development	2	C	30	15
Total		10			

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. analyze 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. analyze 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 selfreliance). 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 behaviorist, 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. Intellectual and practical competencies required by the teacher. Link between education and development. Educational development from ancient times to the present with reference to the evolution of modern education in Nigeria. The National Policy on Education. Brief treatment of learning theories from the behaviorist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in philosophy of education. Historical and current developments in sociology of education.

EEC 101: Introduction to Early Childhood Education (2 Units C: LH 30)

Learning outcomes

At the end of this course, learners would be able to:

1. define early childhood education;
2. list the categories of programmes under early childhood education; and
3. give reasons for calling it early childhood education.

Course contents

This course introduces beginning students to early childhood. Basic concepts in early childhood education. History of early childhood education. Aims of early childhood education. Theories of early childhood/early childhood education. Career ladder within the profession. The early childhood classroom. Tools and equipment for early childhood education. National Policy on Education and early childhood education. The early childhood educator. Problems of early childhood education in Nigeria.

EEC 102: The Pre School Child and Play in early childhood education (2 Units C: LH 30)

Learning outcomes

At the end of the course students would be able to:

1. define pre-school child;
2. they would be able to list three different interpretations of childhood;
3. they would be able to identify a pre-school child by age and method of care for them;
4. define the concept of play and types of play; and
5. identify games, notable outdoor and indoor games and game environment,

Course contents

This course approaches the early childhood care and development of our children from a comprehensive position. The cognitive, affective and psycho motor domains of the child are discussed. Various stake holders are discussed. Meaning of play and types of play. The role of play in early childhood development. Outdoor games. Indoor games. The play environment. The playground and the environment. Caring for children during play. Improvising and care of play equipment.

EEC 104: Creative art and Activities in early childhood (2 Units C: LH 30)**Learning outcomes**

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

1. define creativity;
2. identify creative works;
3. list some reasons for creativity;
4. mention the roles of creativity in teaching and learning process;
5. identify the notable creativity movement; and
6. suggest reasons for non-creativity.

Course contents

Geared at encouraging children to explore and enjoy learning in their environment. Creative art involves the requirements for creating centres that encourage colouring, drawing, painting, blocks, dramatic play, construction with clay, science, cooking, through activities centres.

EEC 106: Administration and supervision of early childhood education**(2 Units C: LH 30)****Learning outcomes**

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

1. establish early childhood instruction;
2. list physical facilities in EEC;
3. identify school plan and building;
4. list staffing requirements in nursery school;
5. list notable components of the curriculum for early childhood education; and
6. list reasons for pupils welfare in early childhood institutions

Course contents

Establishing nursery schools. Physical facilities, the school plan and buildings/playground. Staffing at the nursery school. The curriculum

appropriate with interest and capabilities. Pupils welfare in nursery. The school/home relationship. The communication line in early childhood education.

UI-CEF 112: Introduction to Child's Growth and Development: (2 Units C: LH 30)

Learning Outcomes

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

1. Explain the meaning and principles of growth and development in children
2. Identify and discuss domains of the child's development
3. Identify theories relevant to each of the domains of a child's development
4. Describe different activities on different milestones of a child's growth and development
5. Discuss factors affecting the child's growth and development
6. Identify different developmental disorders that could occur in children
7. Describe the implications of the child's growth and development to the preservice teachers

Course Content

Meaning of Child's Growth. Concept of Development. Differences between Child's Growth and Development. Overview of domains of Child Development. Development of Cognitive Domain. Development of Affective Domain. Development of Language Domain. Development of Affective/Socio-Emotional Domain. Principles of Child Development. Theory of Cognitive Development. Theory of Physical Development. Theory of Language Development. Theory of Affective/Socio-Emotional Development. Developmental Milestones I. Developmental Milestones II. Developmental Disorder. Factors Affecting Child Growth and Development.

UI-CEF 113: Careers in Early Childhood Education: (2 Units C: LH 30)

Learning Outcomes

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

1. describe early childhood education as a field of study
2. Identify and discuss different career options available in early childhood education
3. discuss the professional development
4. explain how to achieve career development in early childhood education

5. highlight early childhood professional values
6. examine the meaning of the culture of early childhood education
7. discuss special skills of early childhood educators

Course Content

The field of Early Childhood Education. Features and Benefits of Early Childhood Education. Concept of Career and Factors influencing career choice making. Career Options in Early Childhood Education: General Overview. Career options in Early Childhood Education: Education and research. Career Options in Early Childhood Education: Early Intervention Specialists. Career options in Early Childhood Education: Family law, Counselling and physical development. Concept of Professional Development. Professional Development in Early Childhood Education. Stages of Professional Development in Early Childhood Education. Early Childhood Education's Professional Values. Professional Ethics and Code of Ethics. Code of ethics for early childhood education. Culture of Early Childhood. Early Childhood Educator's special Skills and Qualification.

UI-CEF 103: Introduction to History, Sociology and Philosophy of Education (2 Units C: LH 30)

Learning Outcomes

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

1. Define and explain the concept of education
2. Define and explain the concept of history
3. Examine the factors that determine the success of education, particularly in the Nigerian context
4. Explore the roles of the home, school, religious organisation and the State in the development of educational policy and practice
5. Explain different types of concepts in Sociology
6. Define Socialisation
7. Discuss Social Institutions in the society
8. Explain the roles and importance of culture
9. Explain the various definitions of Philosophy
10. Define Philosophy of Education
11. Discuss the Components of Philosophy/Philosophy of Education
12. Identify various philosophers in the field of education, and their respective contributions to the practice of education

Course Contents

Definitions of education. Definition of history. Factors that determine the success of education in the Nigerian. The roles of the home, school, church, and state in shaping

educational policy and practice. Explain different types of concepts in Sociology. Define Socialisation. Discuss Social Institutions in the society. Explain the roles and importance of culture. Explain the various definitions of Philosophy. Define Philosophy of Education. Discuss the Components of Philosophy/Philosophy of Education. Identify various philosophers in the field of education, and their respective contributions to the practice of education