FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)

DEPARTMENT OF EDUCATIONAL TECHNOLOGY

STUDENTS' HANDBOOK
2021 – 2026

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FORWARD

This booklet describes the full range of activities of Department of Educational Technology. It provides students with information about the University, the Department, the requirements for teaching and learning, and the requirements for successful academic activities in Federal University of Technology, Minna.

We sincerely appreciate and thank members of staff who were constant source of ideas, reshaping and revisiting the handbook till it matured.

Dr. I. I. Kuta
Head of Department
Educational Technology

PRINCIPAL OFFICERS OF THE UNIVERSITY

1. Prof. Faruk A. Kuta	**Vice Chancellor**
2. Engr. Prof. Abdullahi Mohammed	**Deputy Vice Chancellor (Academic)**
3. Prof. Uno Essang Uno	**Deputy Vice Chancellor (Administration)**
4. Mrs. Azumi Salamatu Ndayako	**AG. Registrar**
5. Mrs. Hadiza Goje	**Bursar**
6. Prof. Katamba A. Saka	**University Librarian**

PRINCIPAL OFFICERS OF THE SCHOOL

1. Prof. A. I. Gambari	**Dean**
2. Prof. Idris Abubakar Mohammed	**Deputy Dean**
3. Dr. A. A. Yaki	**School Examination Officer**
4. Alhaji I. Naibi	**School Secretary**

OFFICERS OF THE DEPARTMENT

1. **Dr. I. I. Kuta** — **Head of Department**
2. **Dr (Mrs) S. M. Favour** — **Postgraduate Coordinator**
3. **Dr. (Mrs) Ali Fati** — **Examination Officer**
4. **Prof. C. S. Tukura** — **SIWES Coordinator**
5. **Dr (Mrs) S. M. Favour** — **Seminar/Project Coordinator**
6. **Mal. Abdullazeez Sadiku** — **Turnitin Officer/Web Master**
7. **Prof. A. Anthony** — **Departmental Librarian**
8. **Prof. A. E. O. Umeh** — **Quality Assurance Officer**

LEVEL ADVISERS

1. **Dr. (Mrs) Ali Fati** — **500 Level**
2. **Prof. A. Z. Evuti** — **400 Level**
3. **Mal. Abdulazeez Sadiku** — **300 Level**
4. **Prof. C. S. Tukura** — **200 Level**
5. **Prof. A. Anthony** — **100 Level**

ACADEMIC STAFF OF THE DEPARTMENT

S/NO	NAME	RANK	AREA OF SPECIALIZATION
1	Prof. A. I Gambari	Professor	Educational Technology, Physics
2	Prof. A. E.O. Umeh	Professor	Educational Technology, Geography
3	Prof. C. S. Tukura	Professor	Educational Technology, Geography
4	Prof. A. Anthony	Professor	Educational Technology, English
5	Prof. A. Z. Evuti	Professor	Educational Technology, Geography
6	Dr. I. I. Kuta	Associate Professor	Educational Technology, Biology
7	Dr. (Mrs.) S. M. Favour	Lecturer II	Educational Technology, Agric. Science
8	Dr. (Mrs). Ali Fati	Assistant Lecturer	Educational Technology, Biology
9	Mal. Abdulazeez Sadiku	Graduate Assistant	Educational Technology
10	Andrew Alheri	Lecturer I	Chemistry
11	Dr. Oguntola F. A.	Senior Lecturer	Mathematics
12	Dr. Mohammed C. Dangana	Senior Lecturer	Biological Science

13	Dr. Dada O Michael	Senior Lecturer	Solid State Physics
14	Dr. Garba I. Kuta	Senior Lecturer	Environmental Geography

LIST OF TECHNICAL STAFF IN THE DEPARTMENT

S/NO	NAME	RANK	QUALIFICATION
1	Mohammed Musa Dantsoho	Principal Technologist	HND
2	Elijah Yisa	Principal Technologist	HND

ADMINISTRATIVE STAFF OF THE DEPARTMENT

S/NO.	NAME	RANK	QUALIFICATION
1	Afusat J. Shittu	Senior Personal Secretary	HND
2	Melody Shiru	Higher Executive Officer	HND

INTRODUCTION AND OBJECTIVES

The Bachelor of Education degree in Educational Technology prepares the student as future teachers and education professionals serving as technology leaders to leverage technology in schools and workplaces. The programme focuses on effective learning experiences through technology integration for traditional campuses/workplaces and distance learning (technology-enabled and technology-enhanced), computer-assisted instruction, and the latest technological trends and techniques in the interdisciplinary field of education.

The Primary objectives of the Department focuses on the fundamental principles of analyzing, designing, creating, deploying, and managing educational resources to improve teaching and learning. Students in the programme design instruction, develop digital tools, sharpen pedagogical skills, develop classroom strategies, and learn how to use technology to support education. Students learn how to use blended learning techniques, provide professional development to teachers, and develop technical assistance procedures for colleagues.

HISTORY OF THE DEPARTMENT

The Department of Educational Technology Department was carved out of the Department of Science Education. Prior to the establishment of the Department, Postgraduate programme in the Educational technology were being offered by the Department of Science Education alongside Science Education Programmes like Biology Education, Chemistry Education, Geography Education, Mathematics Education and Physics Education Programmes. With the establishment of the Department of Educational Technology in the year 2015 the academic staff of the Department of Science Education who Specialize in Educational Technology were moved to the new Department. Postgraduate students of Educational Technology were also transferred and so also Undergraduate admission was given to fresh students into 100L (through UTME) and 300L (through Direct Entry) of the new Department of Educational Technology. Dr. T. O. Alabi who was the Head of Department (Science Education) became the first Head of Educational Technology Department, Dr. C. S. Tukura took over the Headship of the Department from 2020 to 2022 and Dr. I. I. Kuta became the Head of the Department as from 2023 to date.

PHILOSOPHY

The philosophy of Educational Technology is to produce competent graduate teachers who will be leaders in technology integration and teach subjects in arts, sciences, or social sciences, at secondary and post-secondary schools. Because of the practical nature of the subjects, the courses have been designed so that they may be taught with a practical "hands-on" orientation. Specifically, the Department of Educational Technology aim at raising creative capacity and capability of the Students in the development of innovative teaching models and new approaches demonstrated through the latest application of instructional equipment, multi-media, distance learning and other forms of Educational Technologies.

OBJECTIVES OF THE CURRICULUM

The specific objectives of the Educational Technology Programmes are to produce teachers who will be able to:

(i) produce competent Educational Technology Teachers who have acquired adequate knowledge and ability to teach at all levels of education (Secondary and Tertiary levels).

(ii) equip Students with appropriate knowledge and techniques to solve problems affecting Educational Technology and allied education through linkage

programmes and systematic application of technological innovations in instructional media.

(iii) familiarize Students with the latest development in the use of technology oriented instructional media and innovative modes of instruction through Information and Communication Technology (ICT).

(iv) produce core professionals/specialists who have the knowledge and competence in educational media design, production and application.

(v) equip Students with knowledge and e-learning skills needed in the Management and Administration of Educational Resource Centres and Audio–Visual Media Units of Libraries and Educational establishments.

(vi) engage in research and development in Educational Technology geared towards global best practices and development.

VISION

Educational Technology Department is structured to be known nationally and internationally for the preparation of innovative professional teachers who can demonstrate competence and resourcefulness in instructional design, development, implementation and evaluation of instructional media required in a global society to transform schools into digital age learning environments**.**

MISSION

To produce professional teachers who are technologically and technically skilled to develop instructional media and utilize such to enrich teaching and learning process.

TRAINING FACILITIES

1. **Laboratory Facilities (Studio): -** Experimental and research works are undertaken in various studio. Students are also exposed to state-of- the -art computer workstations for advanced research

2. **Library Facilities: -** The University Library has an adequate collection of books and journals. Most of them are on open shelves and are available for borrowing by the students. The Department of educational Technology also has a Departmental Library and an E – Library where students can consult books and journals available in the library during working hours.

ADMISSION REQUIREMENTS

MATRICULATION REQUIREMENTS

There are two modes of admission into BTech. Educational Technology programme.

UTME

Candidates can be admitted into this programme provided they satisfy the university's minimum entry qualification which stipulates five (5) O' Level Credits, including English Language, Mathematics, Physics, Chemistry and any other relevant science subject from Biology, Geography, Agriculture or Technical Education in WAEC/ NECO/ NABTEB O'level or equivalent at not more than two sittings. These candidates must in addition, sit for UTME and Post-UTME in relevant subjects and obtain a minimum score of the cut-off mark as stipulated from time to time.

DIRECT ENTRY

Direct entry must satisfy the general O' level requirements for admission into the University. In addition, they must possess NCE with a minimum of Credit/Merit in Science Education or Technical Education courses, ND at lower credit level. NCE or HND holders shall come in at 300 level while candidates with ND come in at 200 level.

DURATION OF THE PROGRAMME

The Bachelor of Technology in Educational Technology Programme is designed to last for a minimum and maximum durations as stated below:

MODE OF ENTRY	MINIMUM (SEMESTERS)	MAXIMUM (SEMESTERS)
UTME	10	15
200 LEVEL (D.E.)	8	12
300 LEVEL(D.E.)	6	9

AWARD OF DEGREE

GRADUATION REQUIREMENTS

To be eligible for the award of BTech. Educational Technology, a student must have:

(i) Pass all core courses as well as all University/School and departmental required courses and electives recommended to the program. For five years program a minimum of 176 credit units is required for graduation, 4-year programme, a minimum of 152 credit units and a 3-year program, a minimum of 88 credit units.

(ii) Successfully completed all courses work, teaching practice, seminars and projects.

(iii)The breakdown units based on the duration of the programme is as follows:

CONTENT AREA	UTME	200 LEVEL (D. E.)	300 LEVEL (D. E)
General Courses	11	11	11
EDU/EDT Courses	48	40	30
Teaching Subjects	90	68	48
Electives	19	19	19
Teaching Practice	2	2	2
Total	**170**	**140**	**110**

REGISTRATION

The University operates an on-line student registration, where all the courses a student is qualified to undertake must be registered at the beginning of the session. All registrations must end before the matriculation exercise of new students into the University.

Students are required to register with the Department and the Dean's office for all courses to be taken in each semester of the session. A maximum of twenty-four (24) credit load/hours per week

and a minimum of sixteen (16) credit load hours per week only would be allowed in each semester of a session.

If a student decides to take an examination for a course for which the student did not register, such examination result shall be cancelled by the department. All prerequisite courses must be taken/registered and passed before other higher-level courses can be registered by the student. Students on industrial training should not register for any course during the period of training. No student is allowed to repeat a course he/she has previously passed.

Students must liaise with their academic advisers before courses are registered.

Note: any student that failed to register online at the end of the registration period will not be considered a registered student and will have that session forfeited.

ACADEMIC ADVISER

Each level is assigned an academic adviser. The academic adviser does the following:

- Carries out the departmental registration for the students' level assigned to him/her in various levels.
- Ensures proper documentation of students file (record).
- Guides the students through the sessional registration exercise.
- Advices the students on their performances and see into cases of missing or incomplete result whenever the need arises and devise acceptable and save way to retrieve the incomplete result.
- Serves as interface between the students, the departments and the school.
- Vets the school board, Scrutiny Committee and the Senate Format results for their respective levels.
- Ensures that carryover courses are registered first before any fresh for each student, making sure overall unit does not exceed 24 units or less than 16 units for each semester.
- Displays result to students as soon as they are approved.
- Brings to the notice of the HOD, any student with special needs.

GRADING SYSTEM

The Federal University of Technology, Minna, operates a five (50-point grading system. Examination carries 60% while the continuous assessment (which is made up of class Attendance/quiz/test/assignment/mini project; all at the discretion of the course lecturer) carries 40%. A student must have 75% attendance in lectured before he/she will be allowed to sit for any examination in the Department.

GRADE	POINT	RANGE OF SCORE	REMARK
A	5	70 and above	Excellent (Pass)
B	4	60-69	Very Good (Pass)
C	3	50-59	Good (Pass)
D	2	45-49	Good (Pass)
E	1	40-44	Fair
F	0	0-39	Fail

CLASS OF GRADUATION	CGPA
FIRST CLASS	4.5 - 5.0
SECOND CLASS (Upper Division)	3.5 – 4.49
SECOND CLASS (Lower Division)	2.4 -.3.49
THIRD CLASS	1.5 – 2.39

DESCRIPTION OF STUDENT STATUS ON SEMESTERIAL/SESSIONAL RESULTS

i. **DEANS LIST (DL):** any Student that is able to make a GPA or CGPA of 4.0 and above shall be deemed to be enlisted in the Dean's list of exceptionally good Students.

ii. **IN GOOD STANDING (IGS):** a Student shall be deemed to be in good standing if he/she had earned a GPA/CGPA of 2.0 and above and has not failed or have any outstanding course(s).

iii. **DEFICIENT (DEF):** Any Student that has failed one or more course in a semester shall be deemed to be different and thus must pass the registered course(s) at any time the course(s) is/are available.

iv. **PROBATION (P):** Any student whose GPA/CGPA in a semester/session that is below 1.0 and shall be placed on semesterial (P) or sessional probation (SP)

   a. **SESSIONAL PROBATION 1 (SP1):** any Student whose CGPA at the end of any session is below 1.0 and shall be placed on SPI and will be consider as been on last warning.

   b. **SESSIONAL PROBATION 11 (SP11):** any Student whose CGPA at the end of two consecutive session falls below 1.0 and will be placed on SPII and will be advice to withdraw from the University.

v. **VOLUNTARY WITHDRAWAL (VW):** any Student that failed to register for two consecutive sessions is considered to have voluntarily withdrawn from the University.

BASIC REQUIREMENTS FOR TRANSFER TO THE DEPARTMENT

100 level Students proceeding to 200 level can transfer to the Department from other Departments if they satisfy the following:

i. He /she must have a CGPA of not less than 2.4.
ii. He/she must have passed all Physics, Chemistry and Mathematics courses at 100 level. Student of the Department with a very low CGPA at 100 level are advised to transfer to another Department where they may perform better.
iii. Such a student shall be required to register for and pass lower level Geology courses.

REGULATIONS GOVERNING CONDUCT OF STUDENTS AND PROCEDURES FOR SETTLING STUDENTS GRIEVANCES

CONDUCT OF STUDENTS:
Conduct of students that fall into any category listed below is subject to strict disciplinary action and possibly expulsion from the university:

1. Physical assaults, whether or not they lead to injuries.
2. Vandalization of university property and perpetration of acts that may prevent then university from carrying out its statutory functions.
3. Membership of cults, drugs cartels or organisations whose aim is to derive others of their fundamental human rights.

STUDENTS GRIEVANCES AGAINST STAFF

Students may feel aggrieved by the action of some staff in the course of their day to day interaction. Such grievances are inevitable and may arise areas such as:

1. Academic matters involving grading, evaluation, or status.
2. Denial of student access to data or misappropriation of student data research.
3. Professional misconduct towards students.
4. Unfair discriminatory or intimidating treatment of students including sexual harassment.
5. Unfavourable actions taken as a result of allegations involving cheating.
6. Aiding and abetting the perpetration of above acts.

PROCEDURES FOR HANDLING GRIEVANCES

The following procedures should be adhered to in handling grievances:

Step 1: The discussion of the grievance by the students and academic staff concerned. It is anticipated that majority of the cases could be resolved at that personal level without recourse to other steps.

Step 2: If that proved unsatisfactory to either party, he or she shall discuss the matter informally with the Head of Department who should attempt to mediate and resolved the dispute

Step 3: If step 2 failed to satisfy either party, he or she shall present a written appeal to the Head of Department. In the event that the Head of Department is personally involved, the written request shall be addressed to the Dean of the School. In the event that the Dean is subject of complaint, the written appeal shall be addressed to the Vice Chancellor through the Dean of Students.

Step 4: Upon receipt of written grievance, The Head of Department or the Dean should appoint an Ad-hoc committee comprising three staff and two students, deemed to be neutral to the issues, to review the case. The Ad-hoc committee shall conduct hearing including testimonies from witnesses from both parties. The appeal committee shall on completing its assignment, prepare written recommendation to the Head of Department or Dean who shall inform the parties of the recommendations of the committee.

Step 5: If the decision is still not acceptable to the either party, the matter shall be presented to the Vice Chancellor who make a final determination.

Step 6: If the matter borders on staff discipline, the case will be in line with the provision of the University statute and as contained in the senior staff Appointment of Conditions of service.

It should be noted that:

1. Every effort should be made to resolve issues at the lowest possible step in the procedure
2. Grievances should be filed promptly following the action from which appeal derives and
3. Written grievances should include all pertinent facts and information to substantiate the grievances.

MISUNDERSTANDING BETWEEN STUDENTS

All forms of misunderstanding between fellow students should be first reported to the University authority through appropriate channels (Students Affairs Department, Security Division, Course Adviser, Head of Department, Deans etc.) The University does not encourage any student reporting a fellow student or any member of the University directly to the law enforcement agencies. Any grievances against any of the University community must first be reported to the University authorities.

DRESS CODE

Students' dressing should reflect a high sense of morality and decency and show respect for the responsibilities of other members of the community. Therefore, the following types of dressing and physical appearances are prohibited on the University campus:

1. Short and Skimpy dresses e.g. body hugs, show-me- your- chest/back/stomach; Spaghetti wears and dresses exposing sensitive parts.
2. Tight shorts and skirts that are above the knees (except for sporting purposes).
3. Tattered jeans with holes and/or patches
4. Transparent and see through dresses.
5. Tight fittings e.g Jeans, shirts, Hip Star, Patra, Lactra, cross- no gutter, mini-micro and others that reveal the contour of the body.
6. Underclothing such as singlet worn publicly.
7. Unkempt and haggard appearances, including bushy hair and rough beards.
8. Dresses that make it impossible to wear laboratory coat during practicals or participate actively in filed work.
9. Long and tight skirts, with long shirts that reveal sensitive parts
10. Wearing of T- shirts with offensive captions.
11. Shirts without button or not properly battened leaving the wearer bare chested.
12. Wearing of earrings by male students.
13. Plaiting or weaving of hair by male students.
14. Wearing of coloured eye glasses except on medical grounds in the classroom/lecture halls/library/offices.
15. Wearing Bathroom slippers to classroom/library/offices/ (except on medical grounds).
16. Wearing of covering that obscure the face and hands and which make the identity of the person difficult or impossible to fathom.

PUNISHMENT FOR OFFENDERS

The punishment for violating the dress code shall range from warning to suspension from the University and without prejudice to stiffer penalties. Lecturers, Technologists, security and staff of Students Affairs Department (Guidance and Counselling Officers) will monitor and ensure strict compliance. Worst case offenders will have to face the Students Disciplinary Committee for appropriate Disciplinary Measures.

STUDENTS WELFARE

a. Health Issues

Any student that is ill shall inform the Department immediately of his/her illness. The students' parents/guardian/relation or the class representative can report to the department on behalf of the sick student t. The Department will inform the University senate through the Senate Business Committee. The University will the write an illness notification acknowledgement to the student /Department. Upon getting well, the student will forward to the department any request to account for the missed period (Such as condonation of a semester, session, or missed examinations) accompanied by the signed medical report for

transmission to the University Senate. If notification is not given within three months of getting sick, such notification shall not be accepted by the Department/University.

b. Handling of Academic Grievances:
Academic grievances are usually handled by level advisers or any of the appropriate authority (Lecturer, HOD)

c. Students' Academic Advising
Each of the five levels has an Academic adviser assigned to them. All issues by the students (registration, examination, missing results, absence from the University etc) are first referred to the advisers who discuss the issues with the students and, if necessary, bring to the notice of the Head of Department. Some cases may be handled by the Department at its monthly departmental meetings.

EXAMINATIONS
Each course lecturer sets questions for his/her course and prepares the marking scheme. Quizzes and test are given prior to the semester examinations. Final year examinations are sent for external moderation by an external examiner appointed by the University under recommendation of Department. The Head of Department vets the questions for each level. The results are displayed for students to see.

EXAMINATION OFFENCES AND PENALTIES
OFFENCES BEFORE THE EXAMINATION

Offence NO (1):	Witting before the official commencement of the examination.
Penalty:	Delay for ten minutes during the course of the examination.
Offence NO (2):	Forging any document relevant to the examinations e.g. I.D Card, School fees payment receipt etc.
Penalty	Expulsion.
Offence NO (3):	Anyone who refused to be identified and/or searched at the entrance of the examination hall.
Penalty	Exclusion from that particular paper.
Offence NO (4):	Staff harassment or intimidation for leakage of examination questions.
Penalty	Expulsion
Offence NO (5):	Smuggling in and out of the examination hall blank answer booklet or continuation sheet.
Penalty	Expulsion.
Offence NO (6):	Involvement in an examination leakage.
Penalty	Expulsion.

OFFENCES DURING THE EXAMINATION

Offence NO (7):	Writing beyond the official termination of the examination
Penalty	Deduction of 5 Marks on the spot by the Chief Invigilator. This will be communicated to the Dean of the School, the Head of Department and the School Examination Officer for compliance.
Offence NO (8):	Talking to another Student during the examination.

Penalty Deduction of 5 Marks on the spot by the Chief Invigilator after report from the invigilator.

Offence NO (9): Writing on Question Paper.
Penalty Deduction of 10 Marks on the spot by the Chief Invigilation after report from the Invigilator.

Offence NO (10): Being caught with extraneous material not relevant to the examination.
Penalty Expulsion.

Offence NO (11): Anyone caught using foreign materials inside the examination hall that are relevant to the examination/course.
Penalty Expulsion.

Offence NO (12): Anyone who also brought relevant materials into the hall but was not caught using it.
Penalty Expulsion.

Offence NO (13): Violating the sitting arrangement of the examination e.g. changing position without permission etc.
Penalty Cancellation of the Paper.

Offence NO (14): Anyone who brought into the examination hall already written answer script or continuation sheet.
Penalty Expulsion.

Offence NO (15): Aiding and abetting examination misconduct e.g. transfer of materials. Deliberate exposure of answer booklet for others to copy.
Penalty Suspension for two Semesters.

Offence NO (16): Giving false information during the examination and or investigation.
Penalty Suspension for 2 Semesters

Offence NO (17): Found guilty of examination misconduct for the 2nd time (after a previous conviction)
Penalty Expulsion.
Offence NO (18): Assaulting/fighting an Invigilator or any Offer of the University.
Penalty Expulsion.

Offence NO (19): Impersonation, (both the Impersonator and the collaborator) e.g. sitting for an examination for someone with the latter's knowledge.
Penalty Expulsion.

Offence NO (20): Those who fail to submit answer scripts at the end of the examination.
Penalty Suspension for 2 Semesters and cancellation of the paper.

Offence NO (21): Failure to sign out at the end of the examination.
Penalty Cancellation of the paper.

Offence NO (22): Refusal to surrender incriminating evidence or chewing and destruction of materials.
Penalty Expulsion.

Offence NO (23): Refusal to write statement in respect of alleged examination misconduct.
Penalty Expulsion.

Offence NO (24): Anyone caught transferring or receiving any materials to or from another student during the conduct of examination without permission.
Penalty Expulsion.

Offence NO (25): Anyone who takes GSM handset into the examination hall.
Penalty Expulsion.

Offence NO (26): Those who exchange calculators in the examination hall without permission.
Penalty Expulsion.

Offence NO (27): Exchange of answer booklets in the examination hall.
Penalty Expulsion.

Offence NO (28): Being in possession of dangerous weapon in and around the examination hall.
Penalty Expulsion.

Offence NO (29): Writing on any part of the body or clothes whether relevant or not.
Penalty **Expulsion.**

Offence NO (30): Being caught with relevant writing or materials at the back of calculator including placing material inside the Mathematical Set.
Penalty **Expulsion.**

OFFENCES AFTER THE EXAMINATION

Offence NO (31): Refusal to give evidence before the Examination Misconduct Committee as a confirmed witness.
Penalty **Expulsion**.

Offence NO (32): Refusal to appear before the Examination Misconduct Committee having been invited three (3) times and were confirmed to have been delivered to the Student through authentic channel.
Penalty **Expulsion**.

SIWES AND SIWES REPORTING

Preamble

SIWES is meant to be a life-changing experience that will affect the lives of Students positively and instill in them skills that would prepare them for the labour market. Their ability to describe this experience succinctly and clearly for future references cannot be overemphasized. In view of the present manner in which Students write the SIWES reports using different formats of presentations, which more often than not, do not emphasize and reflect the relevant aspects of the program.

In order to form a basis for an objective assessment, the following format will be adopted with effect from 2011/2012 session. This is in the spirit of the need for harmonization of subsequent reports.

The Report shall consist of four (4) relevant sections as follows:

(1) Preamble or Introduction
(2) The Organization's Profile
(3) IT Experience
(4) Conclusion and Recommendation(s).

Preamble or Introduction

The Student is expected to briefly outline the aims, objectives, importance and the philosophy of the Industrial Training; with particular reference to the Organization that was chosen. The Student should be able to relate how this will benefit him as Educational technologist and in his future career in particular and the society in general.

The Organization's Profile

This section requires the Student to be able to specifically describe the place of the Industrial Attachment. This section should also capture a brief history of the organization and the description of the Organization's Organigram (Organization Structure).

Personnel profiling and the description of the main business of the organization, some outstanding features and other relevant information should be provided.

The IT Experience

The Student should be able to specifically identify and describe the relevant experiences that have been acquired. A brief description of the work schedule, problems and challenges that was encountered and how this problem was surmounted. A report should also be made concerning unique contributions made to the Organization.

Conclusion and Recommendations

The Student should be able to clear unambiguous terms, identify what has been gained and learnt through the experiences. The questions that may have to be answered include:

1. Have the aims and objectives of the IT been realized?
2. How will the experience affect the Students' future?
3. What are the Students recommendations for Students going on IT, Organization's mode of operations and future development of the IT programme?

The SIWES defence consists of an oral presentation

ORGANIZATIONAL SEQUENCE OF FINAL YEAR PROJECT

The beginning of project report.

(1) **Cover Page**: In capital letters, write the following on the cover page.
   (a) Title of the Project
   (b) Name of Student (Surname First)
   (c) Registration Number
   (d) Department, School, University
   (e) Month/Year of Defence.

(2) **Fly Leaf**: This is a blank good quality white paper page only.

(3) **Title Page**: The following shall be on this page written in capital letters.
   (a) Title of Project
   (b) Name of Student (Surname First)
   (c) Registration Number

(d) A Project submitted to the Department of Educational Technology, School of Science and Science Education, Federal University of Technology, Minna, Nigeria in partial fulfilment for the Award of Bachelor of Technology (BTech) Degree in Educational Technology.

(e) Month/Year of Defence

(4) **Declaration**: The following is on the Declaration page:

I hereby declare that this Project Titled: "……." Is a collection of my original research work and it has not been presented for any other qualification anywhere Information from other sources (published or unpublished) has been duly acknowledged.

…… **……...**
Name of Student and Date **Signature**

Matric Number:
Federal University of Technology, Minna

(5) **Certification**: The following is on certification page:
This project report entitled "……..." by ……. meets the regulations governing the ward of the degree of Bachelor of Technology in Educational Technology, Federal University of Technology, Minna and is approved for its contribution to knowledge and literary presentation.

…… ……
(Supervisors' Name) Signature and Date

……..…… ……
(Head of Departments' Name) Signature and Date

……..…… ……
(External Examiners' Name) Signature and Date

(6) **Acknowledgments:** This should contain a brief note of appreciation to all those who contributed to the success of the study.

(7) **Abstract**: The abstract should not exceed 500 words. It must be typed in single spaced and not indented. It should briefly indicate the Statement of the Problem, the Objectives, Data Collection and Analysis, major Findings and Conclusion.

(8) **Table of Contents**: This is a list of sections and subsections of the project and an indication of the pages in which they occur.

(9) **List of Figures and Plates**: This is the List of Graphs, Charts, Drawings, Diagrams, Maps and some kind of Computer Printouts. The term "Figures" thus refers to any type of graphic illustration other than a table. Figures should be clear, elegant and simple to interpret. Arabic numerals should be used in numbering figures.

Mounted illustrations such as photographs are usually referred to as plates. The recommended practice is to use Roman numerals to identify Plate III, Plate IV, etc. Each figure must have concise but comprehensive caption. The caption should be typed below

the figure or plate. These should be set to the left as in the case of Headings for Plates. Figures should be labelled according to Chapters, e.g. *Fig. 1.1, denoting Chapter 1, Figure 1.*

(10) **List of Tables**: This is the List of Tables in the text. Tables should be constructed that they can be read understood without reference to the text of the project report. A table should therefore be simple, presenting only one general kind of data relationship.

Tables within the text should be brief and clear. Such tables should be typed after the paragraph in which these have been mentioned for the first time. Full-page tables should be inserted immediately after the page in which they have been mentioned the first time. Tables based on data other than they have been mentioned the first time. Tables based on data other than those collected directly from the investigation and/or very long tables should normally be inserted as Appendices at the end of the project report. Each Table should have a clear and self-explanatory title and should be numbered consecutively in Arabic numerals throughout the project report or numbered according to Chapters, e.g. Table 2.1 denoting, Chapter 2 Table 1.

(11) **List of Abbreviations, Definitions, Glossaries and Symbols**:
Explain all Abbreviations and Symbols. Define terms or give glossaries. Define the significant terms that are specific to the field in which the study was conducted; have every-day language counterparts with which they might be confused; and are related substantively or methodologically to your project report.

A term to be abbreviated must, on its first appearance, be spelt out completely and followed immediately by its abbreviation in parenthesis. Thereafter, the abbreviation may be used in the text without further explanation.

(12) **Introduction (Chapter One)**
This Chapter should consist of the following sections:
(a) Background of the Study
(b) Statement of the Problem
(c) Significance of the Study/Justification for the Study
(d) Objectives of the Study
(e) Research Questions.

(13) **Literature Review (Chapter Two)**
This Chapter reviews previous studies on the subject matter. It should be focused, locally arranged and up to date.

The Middle of Project Report

(14) **Materials and Methods/Methodology (Chapter Three)**
This Chapter should contain the list of materials used and detailed description of the methods used and detailed description of the methods used to carry out the research, and should take into consideration the design, techniques used in data collection and in analysis of the data.

(15) **Results and Discussion (Chapter Four)**
The Chapter presents the results and interpretation of analysis of the data collected, observations made or information gathered in the materials and methods chapter. It presents explanations for the results obtained in the study. Published works on the subject matter should be consulted and acknowledged.

The End of Project Report.

(16) **Summary, Conclusions and Recommendations (Chapter Five)**
The Summary will present highlights of the major findings. The conclusion gives the inference drawn from the findings. The recommendation shall list possible ways of solving the problems identified by the research and areas for further research.

(17) **REFERENCES**

(a) All publications cited in the text should be presented in a list of reference at the end of the project report in alphabetical order.

(b) Citations in the text should follow the Harvard System. Where a reference in the text should give only the author's surname without the initials followed by the date of publication: e.g. (Winkler, 1963) or Winkler and Wright (1970).
If the reference cited has more than two authors, the surname if the first author following by "et al" and then the date of publication should be used, e.g. Ajibade et al., (1974). If the author's name does not form part of a sentence in the text, the reference shall be enclosed in a bracket after the relevant word at the end of the sentence of (Winkler, 1963) or (Wright and Winkler, 1970 or Ajibade et al., 1974).

In the list of references, the names of sources of the citations (Journals, Books etc.) must be written in full and in italics. Where more than one published work by the same author(s) in the same year is referenced, the suffice "a, b, c, etc." shall be used after the year of publication e.g. Winkler, (1970a), Winkler, (170b). References should not be written as footnotes.

(c) Book References: References to books are given as follows:

(i) If one author:
Bell, F. G. (2003) Engineering

Course Structure

100-Level First Semester

COURSE CODE	COURSE TITLE	UNIT	L	P	T
GST 110	Use of English I and Library	3	3		
GST 103	Nigerian Peoples and Culture	2	2		
MAT 111	Elementary Mathematics I (Algebra and Trigonometry)	3	3		
CHM 111	General Chemistry 1	3	3		
CHM 191	Practical Chemistry	2		2	
PHY 113	General Physics I (Mechanics, Thermal Physics and Waves)	3	3		
ITE 116	Iedtntroduction to Technical	1		1	

	Drawing				
EDU 111	Introduction to Teaching Profession	2	2		
EDT 111	Introduction to Historical & Philosophical Foundations of Educational Technology	2	2		
EDT 112	Psychological and Sociological Foundations of Educational Technology	2	2		
	Total	**23**	20	3	

100-Level Second Semester

COURSE CODE	COURSE TITLE	UNIT	L	P	T
GST 121	Use of English II	2	2		
MAT 121	Elementary Mathematics II (Calculus)	3	3		
PHY 123	General Physics II (Electricity, Magnetism and Modern Physics)	3	2		1
PHY 100	General Physics Laboratory	2		2	
CHM 121	General Chemistry II	3	3		
EDU 121	History of Education (Foundations of Education)	2	2		
EDT 121	Science, Technology and Sustainable Development	2	2		
EDT 122	Introduction to Instructional Materials Design, Production and Utilization	2	1		1
EDT123	Introduction to e- Learning	2	2		
CPT 121	Introduction to Problem Solving	3	2		1
	Total	**24**	19	2	3

200 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNIT	L	P	T
GST 208	Entrepreneurship I	2	2		
EDU 213	Philosophy of Education	2	2		

EDU 214	Sociology of Education	2	2		
EDT 211	Audio Visual Techniques	2	2		
EDT 212	Introduction to Library Studies	2	2		
EDT 213	Photography and Cinematography	2	1	1	
EDT 214	Instructional Communication Models and Technology	2	2		
EDT215	Introduction to Distance Education	2	2		
SED210	Special Methods I	2	2		
CPT 111	Introduction to Computer Science	3	2		1
	Total	**21**	**19**	**1**	**1**
EDT 221	Print Media Design and Technology	2	2		
EDT 222	Computer in Education	2	2		
EDT 223	Educational Technology I	2	2		
EDT224	Mobile Technologies in Education	3	3		
EDT225	Learning theories and Integration Models	2	2		
EDT226	Technologies for Learning	3	3		
	Total	**14**	**13**		1
Elective (Chemistry)					
CHM211	Physical Chemistry II	2	2		
CHM 212	Inorganic Chemistry II	2	2		
Elective (Mathematics)					
MAT 211	Set Theory	2	2		
MAT 212	Linear Algebra I	2	2		
Elective (Physics)					
PHY 214	Heat	2	2		
PHY 215	Geometrical Optics	2	2		
PHY 216	Electric Circuits and Electronics	2	2		
Elective (ITE)					
ITE 215	Metal Work Technology	2	2		
ITE 216	Woodwork Technology I	2	2		
Elective (Geography)					
GRY 211	Introduction to Cartography	3		3	
GRY 215	Atmospheric Processes, Weather & Climate	3	3		

Note: In addition to the 21 Credit Unit Total specified above, every 200 Level students will add **ONE** (1) course depending on his/her teaching subject as indicated above.

Elective (Biology)					
PLB 221	Plant Form and Function	3			
BIO 222	General Physiology	3			
Elective (Chemistry)					
CHM 291	Practical Laboratory Chemistry II	2		2	
CHM 223	Structure and Bonding	2	2		
Elective (Mathematics)					

MAT 222	Linear Algebra II	2	1		1
MAT 223	Real Analysis I	3	2		1
MAT 225	Introduction to Numerical Analysis	3	2		1
MAT 228	Introduction to Differential Equations	3	2		1
Elective (Physics)					
PHY 200	Experimental Physics II	2		2	
PHY 224	Thermal Physics	3	3		
PHY 227	Elementary Modern Physics	3	3		
Elective (ITE)					
ITE 226	Metal Workshop Practice II	2	2		
ITE 227	Woodwork Technology II	2	2		
Elective (Geography)					
GRY 222	Elementary Statistics for Geographers	3		3	
GRY 224	Introduction to Population Geography	2	2		
GRY 226	Principles and Applications of Remote Sensing	3		3	

Note: In addition to the 14 Credit Unit Total specified above, every 200Level student will take 4 or 6 credit unit courses depending on his/her teaching subject as indicated above.

300 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNIT	L	P	T
GST 308	Entrepreneurship II	3	1	**2**	
EDU 311	Curriculum and Instruction	2	2		
EDU 312	ICT in Education	2	2		
EDU 313	Educational Psychology	2	2		
EDT 311	Low-Cost Technology	2	2		
EDT 312	Principles of Instruction	2	2		
EDT 313	Administration and Management of Learning Resource Centres	2	2		
	Total	**15**	13	2	
EDU 321	Test And Measurement in Education	3	3		
EDU 322	Research Method and Data Processing	3	3		
EDU 325	Micro-Teaching and Observation	2	2		
EDT 321	Educational Broadcasting	2	2		
EDT 322	Educational Technology II	2		2	
EDT 323	Distance Leaning Models and Technologies	2	2		
EDT324	Production Seminars	2		2	
EDT 325	Instructional Material Design and Multi-Media Application	2	1	1	
	Total	18	13	5	
	Elective Chemistry				
CHM 311	Chemistry of Main Group Elements	3	3		

CHM 314	Organic Reaction Mechanism	2	2		
CHM 315	Polymer Chemistry	3	3		
Elective (Mathematics)					
MAT 311	Abstract Algebra I	3	2		1
MAT 313	Real Analysis II	3	2		1
	Elective (Physics)				
PHY 313	Analytical Mechanics	3	3		
PHY 317	Quantum Physics	3	3		
Elective(ITE)					
ITE 371	Metal Fabrication Processes	2	1	1	
ITE 372	Machine Tool Processes I	2	1	1	
	Elective (Geography)				
GRY 311	Introduction to Geomorphology	2	2		
GRY 315	Climatology	2	2		

Note: In addition to the 15 Credit Unit Total specified above, every 300 Level students will add between 4 and 8 Credit Unit courses depending on his/her teaching subject as indicated above.

Elective (Biology)					
ANB 326	Evolution	3	2	1	
BIO 322	Genetics II	3	2	1	
	Elective (Chemistry)				
CHM 321	Electrochemistry	2	2		
CHM 324	Analytical Chemistry	3	3		
CHM 391	Practical Laboratory Chemistry III	2		2	
	Elective (Mathematics)				
MAT 321	Abstract Algebra II	3	2		1
MAT 322	Vector And Tensor Analysis	3	2		1
MAT 325	Mathematics Methods III	3	2		1
Elective (Physics)					
PHY 322	Solid State Physics I	3	3		
PHY 324	Statistical and Thermal Physics	3	3		
PHY 300	Experimental Physics III	2		2	
	Elective (ITE)				
ITE 301	Wood Finishing	2	1	1	
ITE 382	Foundry Processes	2	1	1	
Elective (Geography)					
GRY 320	Aerial Photographic Technique	2		2	
GRY 322	Biogeography	2	2		

Note: In addition to the 18 Credit Unit Total specified above, every 300Level student will add between 4 and 6 Credit Unit courses depending on his/her teaching subject as indicated above.

400 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNIT	L	P	T
EDT 411	Operation and Maintenance of Media Equipment	2	2		
EDT 412	Information Management and Technology	3	3		

EDT 413	Distance Learning Models and Technologies	2	2		
EDT 414	Advanced Library Studies	3	3		
EDT 415	Educational Technology III: Processes & Settings	2	2		
EDT 416	Integrating Multimedia and Hypermedia into Teaching	2	2		
EDT 417	Production Seminar	2	2		
	Total	**16**	16		
400 LEVEL SECOND SEMESTER					
SIW 400	Student Industrial Work Experience Scheme (SIWES)	2			
	TOTAL	**2**			
	Elective (Education)				
EDU 414	Principles of Human Relation	2	2		
EDU 415	Theory of Change	2	2		
	Elective (Biology)				
ANB 416	Comparative Vertebrate Anatomy	3	2	1	
ANB 412	Soil Ecology	3	2	1	
	Elective (Chemistry)				
CHM 411	Applied Surface and Colloid Chemistry	2	1		
CHM 412	Radio and Nuclear Chemistry	2	2		
	Elective (Mathematics)				
MAT 416	Introduction to Mathematical Modeling	3	2		1
	Elective (Physics)				
PHY 400	Experimental Physics IV	2		2	
PHY 410	Mathematical Methods in Physics I	3	3		
PHY 415	Optics	3	3		
	Elective (Geography)				
GRY 413	Geography of Rural Economy	2	2		

Note: In addition to the 18 Credit Unit Total specified above, every 400Level student will add between 2-8 Credit Unit courses depending on his/her teaching subject as indicated above.

500 LEVEL FIRST SEMESTER

COURSE CODE	COURSE TITLE	UNIT	L	P	T
EDU 511	**Principles of Instruction**	**2**	**2**		
EDT 511	**Advanced Library Studies**	**3**	**3**		
EDT 512	**Instructional Materials Evaluation Techniques**	**3**	**3**		
EDT 513	**Community Resources and Development**	**2**	**2**		
SED 513	**Special Method III (Post-Teaching Practice Evaluation/ Remediation)**	**2**	**2**		
	Total	**14**	**14**		

Elective (Biology)				

ANB 518	**Animal Behaviour**	**3**	**2**	**1**	
BIO 511	**Population Genetics**	**2**	**1**	**1**	
	Elective (Chemistry)				
CHM311	**Chemistry of Main Group Elements**	**3**	**3**		
	Elective (Mathematics)				
MAT 513	**Functional Analysis**	**3**	**2**		**1**
MAT 515	**Numerical Analysis II**	**3**	**2**		**1**
MAT 518	**Partial Differential Equation**	**3**	**2**		**1**
	Elective (Physics)				
PHY 512	**Solid State Physics II**	**3**	**3**		
PHY 516	**Electromagnetism I**	**3**	**3**		
	Elective (Geography)				
GRY 511	**Contemporary Philosophy and Methodology in Geography**	**2**	**2**		
GRY 513	**Environmental Perception**	**2**	**2**		
	Elective (ITE)				
ITE 571	**Machine Tool Processes II**	**2**	**1**	**1**	
ITE 591	**Maintenance of Wood Work Equipment**	**2**	**1**	**1**	

Note: In addition to the 14 Credit Unit Total specified above, every 500Level student will add between 6 and 9 Credit Unit courses depending on his/her teaching subject as indicated above.

COURSE CODE	COURSE TITLE	UNIT	L	P	T
EDU521	**Guidance and Counselling**	**2**	**2**		
EDU 522	**Educational Management**	**2**	**2**		
EDU 523	**Seminar in Educational Technology**	**2**	**2**		
EDU 524	**Project**	**6**	**6**		
EDT 521	**Process and Setting Production Practice II**	**2**	**2**		
	Total	**14**	**14**		
	Elective (Biology)				
PLB 523	**Plant Taxonomy**	**2**	**1**	**1**	
PLB 526	**Molecular Biology**	**3**	**3**		
	Elective (Chemistry)				
CHM 526	**Natural Product Chemistry**	**2**	**2**		
CHM 561	**Adhesive Film and Coating**	**3**	**3**		
	Elective (Mathematics)				
MAT 528	**Differential Geometry**	**3**	**2**		**1**
	Elective (Physics)				
PHY 521	**Energy And Environment**	**2**	**2**		
PHY 526	**Electromagnetism II**	**3**	**3**		
	Elective (ITE)				
ITE 582	**Metal Stamping**	**2**	**1**	**1**	
ITE 501	**Tools and Devices**	**2**	**1**	**1**	
	Elective (Geography)				
GRY 524	**Soil Geography**	**3**	**2**		
GRY 543	**Natural Resources Evaluation**	**2**		**2**	

Note: In addition to the 14 Credit Unit Total specified above, every 500Level student will add between 2 and 4 Credit Unit courses depending on his/her teaching subject as indicated above.

COURSE CONTENTS

100-LEVEL FIRST SEMESTER

EDT 111 INTRODUCTION TO HISTORICAL AND PHILOSOPHICAL FOUNDATIONS OF EDUCATIONAL TECHNOLOGY: 2 UNITS

The historical and philosophical background of educational technology at the global and local levels will be examined. The effect of such background presently and possible extrapolation will also be important. The various philosophical schools of thought and their impact on the theory and practice in the field are critical.

EDT 112 PSYCHOLOGICAL AND SOCIOLOGICAL FOUNDAYIONS OF EDUCATIONAL TECHNOLOGY 2 UNITS

The various psychological and sociological schools of thought as related to educational technology will be focused on, so also will effects on the theory and design of the school curriculum and their effects on the welfare of the society generally.

EDT 121: SCIENCE TECHNOLOGY AND SUSTAINABLE DEVELOPMENT: 2 UNITS

The impact of scientific and technological development on the cosmic and human environment as well as their interaction with the total environment will be studied in real situations. The impact of technology on general socio-cultural and economic development, poverty alleviation, maintenance culture, agriculture, industrialization, community development, health education, sport, water supply, urbanization, etc. Should be carefully analyzed in terms of sustainability principles and ecological balance. The social responsibilities of the technologist will also be part of the focus especially as related to the six human needs: food, water, energy, shelter, education and health.

GST 111: COMMUNICATION IN ENGLISH LEARNING : 2 UNITS C: LH 15; PH 45

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). The 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, Generalization 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, Letters, 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.

EDT 122 INTRODUCTION TO INSTRUCTIONAL MATERIALS DESIGN, PRODUCTION AND UTILIZATION 2 UNITS

Basic design tools and principles as well as the utilization strategies will be studied. Some relevant models including Hoban and Zissman, Dale's cone of experience, the ASSURE among others, will be introduced. Criteria for instructional materials design and evaluation will be introduced.

EDT 123 INTRODUCTION TO E-LEARNING 3 UNITS

Meaning, Definition, Characteristics and Goals of Learning, Types of Learning, Learning Process, Factors Affecting Learning, Classroom Implications, Phases of Learning and Learning Models, Learning Theories and Their Implications, Teaching and Learning at Different Levels, Mastery Learning Instruction. Basic concepts of Synchronous and Asynchronous e-learning with emphasis on integration into classroom settings.

EDT 125 PRODUCTION PRACTICAL I 2 UNITS

Introduction to Educational Technology Workshops/Laboratories (Graphic, Audio, Video Production Studios, Computer Laboratories, Maintenance Workshops etc). Materials, Tools and Equipment in Educational Technology Workshops, Safety Precautions and Ethics in each of the workshop. Production of elementary instructional materials for pre and primary school levels. Emphasis must be on the integration of instructional materials into school settings.

EDT 211 THE PRINT MEDIA: DESIGN AND TECHNOLOGY: 2 UNITS

The historical background and development of print technology from its inception in Egypt, Mesopotamia and China to the present age of computer technology should be studied using case studies and visit to printing press and associated sectors.

EDT 212 PHOTOGRAPHY AND CINEMATOGRAPHY: 2 UNITS

Theory and practice involving photographic and cinematographic processes, the camera, darkroom processes, computer processing of photographs, types of photography, functions and values. Short albums of photographic productions (black and white) of students practical productions including enlargement and laminated photographs are mandatory. The theory of the moving image, sine/video camera and documentaries will be explored and practicalized.

EDT 213 INSTRUCTIONAL COMMUNICATION MODELS, MEDIA, PRINCIPLES AND TECHNIQUES 2 UNITS

Communication models, the mass and instructional media including computers, internet and e-mails, etc. Communication principles and techniques form the focus of the course as related to the teaching and learning situation. Types, functions, structures, characteristics and relevance of instructional communications are important.

EDT 214 TECHNOLOGIES IN SPECIAL EDUCATION: 2 UNITS

This course prepares prospective Instructional Technology Specialists to accommodate the varied educational needs of learners, including those with disabilities and minorities. Students become familiar with the work of those who play key roles in the overall education process and gain insight into the ways in which technology may be accessed and used to meet those with special needs.

EDT 215 INTRODUCTION TO DISTANCE EDUCATION: 2 UNITS

Concept of distance education. Characteristics, types, merits and demerits, functions, modes of delivery, procedure for courseware development, courseware development team. Modes of tutoring, learner support system and other basic concepts will be dealt with in detail.

EDU 221 INSTRUCTIONAL DEVELOPMENT 2 UNITS

Aims and Objectives of Teaching Science, A critical look at Secondary School Science Syllabus, Instructional Facilities of Teaching Science, Selection and Organization of Materials for Teaching Science, Alternatives to Laboratory in Science Teaching, Setting up of Science Laboratory, Evaluation of Science Teaching and Learning, Lesson Plan in Science

EDT 222 GRAPHIC COMMUNICATION 2 UNITS

Meaning of visual, graphics, design and communication. Tool, Materials and Equipment required in Graphic Studio, Types of graphics such as posters, charts, maps and globes, flash cards, tear sheet, murals, pictures, cartoon, comics, etc and their classroom applications. Colour and colouring techniques, lettering and lettering techniques, graphic transferring techniques, preservation of graphics materials, production of ceramics, production of sculpture and prototypes. Types of three-dimensional models, Types of educational display boards and their classroom applications.

EDT 223 AUDIO-VISUAL TECHNIQUES 2 UNITS

The audio and visual techniques and their synchronization principles and practices will be focused upon. More attention should be on the practical demonstration to involve audio-graphics, audio-transparency, audio-pictorial, audio-slide etc production. Video recording and evaluation of the production are also important.

EDT 224 MOBILE TECHNOLOGIES IN EDUCATION: 3 UNITS

Keep up to date with the hot new trend in mobile learning by creating your own syndicated podcasts. Podcasts provide the perfect digital media platform for reaching on the go learners through computers, iPods, MP3s and cell phones. Learn how to create podcasts, audio blogs, video podcasts, video blogs, related to your professional interest area. Podcasting offers great opportunities for learning, sharing, instruction, and online dialogue through syndicated subscriptions and blog postings.

EDT 225 LEARNING THEORIES AND INTEGRATION MODELS: 2 UNITS

A study of theories of learning as they relate to the design of instruction and practices that support effective teaching and learning. Investigation of how theories of learning are reflected in and supported by technology. Focus on current and emerging learning theories and how these relate to applications in technology-delivered and -supported learning environments.

EDT 226 TECHNOLOGIES FOR LEARNING 3 UNITS

Technology today facilitates and supports learning in ways never before possible. In this course, students learn how computers, multimedia tools, and other educational technologies can be used to differentiate the learning experience, provide access, and meet the needs of diverse learners. Students examine current trends and gain an understanding of the appropriate integration of technology and instruction.

EDT 227 SOCIAL MEDIA IN EDUCATION 2 UNITS

This graduate level course will explore collaborative and emergent social networking tools, and theory related to the use of social networks in learning environments. Students will gain hands-on experience with a variety social media such as e-mail, face book, twitter, skype, blogs, etc and create a community-based resource, and have an opportunity to develop a global professional network for educational technologists. Emphasis will be on classroom integration.

EDT 228 PRODUCTION PRACTICAL II 2 UNITS

Production of Audio, Visual and Audio-Visual materials for specific area of discipline. Practical demonstration of skills in tools manipulation, projection techniques and audio-visual techniques

are involved. Both theory and practice must be adequately integrated to include simple tools maintenance.

EDT 311 EDUCATIONAL TECHNOLOGY I: SOFTWARE: 2 UNITS
Focus of the course will be on all categories of instructional software: their components, design, production strategies, utilization principles and evaluation techniques, actual production of instructional software will be encouraged.

EDT 312 LOW-COST TECHNOLOGY IN EDUCATION: 2 UNITS
The design and production of improved instructional materials using locally available inputs will form the focus. The basic design principles and production strategies are based on the ASSURE model and other known models will also be encouraged. Actual production, utilization and evaluation of low-cost instructional packages should be pursued including community resources mobilization.

EDT 313 INSTRUCTIONAL SYSTEM DESIGN II 2 UNITS
Basic skills in instructional design and development are covered in this course. Student design project that will show the ability to link major learning theories, such as constructivism, cognitivism, and behaviorism to competent determination of instructional content, accurate identification of learner characteristics and effective instructional strategies.

EDT 314 RADIO AND TELEVISION PRODUCTION TECHNIQUES: 2 UNITS
Students are exposed to the processes of developing radio and television packages. students script and direct a studio interview using production techniques, such as camera operation, lighting, graphics, audio, and staging components of a state-of-the-art studio production environment.

EDT 321 EDUCATIONAL BROADCASTING 2 UNITS
The history, philosophy and techniques of education broadcasting are important, especially as related to radio and television in Nigeria. Design of storyboard and use of natural effects, editing and editorial processes and the structure of the broadcast media will be studied in Nigeria and other nations to facilitate comparative studies.

EDT 322 LOW-COST TECHNOLOGY II 2 UNITS
The basic assumption, instructional systems, basic processes of learning and instruction, intellectual skills and strategies, learning capabilities, tasks and job analysis, instructional sequence and events, media selection, performance assessment, instructional delivery systems and instructional evaluation will be studied in details.

EDT 323 INTERNET AND INTRANET IN EDUCATION 2 UNITS
This online computer class will focus on using the information super highway (Internet) in education. Lessons will include finding and subscribing to listserv lists in education, accessing and employing web search engines, locating and downloading files, handling files with e-mail, and analyzing the implication of the Internet for lifelong learning in education. Students will critically evaluate, identify and utilize appropriate Internet resources in order to become a more effective planner. Students will also use electronic resources to send and retrieve files and collaborate online with colleagues at a distance.

EDT 324 DIGITAL GRAPHIC INSTRUCTION 2 UNITS
This course covers planning, designing, and how to evaluate effective visuals for maximizing learning potential and performance. Use graphics to support the application of knowledge and skills through visual design, psychological functions, surface features, instructional communication functions, and the communication environments. The course will include both theory and practical instructional design applications.

EDT 325 PRODUCTION PRACTICAL III 2 UNITS
This learner-control course focuses on relevant knowledge, skills and attitudes acquired in the course and designed to identify and solve any related educational problem through the principles and practices of educational technology. The production seminar must be on an approved topic with a view to producing the final creative instructional package.

EDT 411 OPERATION AND MAINTENANCE OF MEDIA EQUIPMENT: 2 UNITS
Concept of media equipment operation and maintenance. Acquisition of skills in handling and use and maintenance of latest key equipment, such as Liquid Crystal Display Projector, Printer, Computer Hardware, Compact Disc, Digital Compact Disc, Plasma Television Monitors, Video Conferencing Equipment, Interactive Whiteboard and many others. Installation, maintenance and troubleshooting of a variety of operating systems, data networks and distance learning systems in educational contexts.

EDT 412 INFORMATION MANAGEMENT AND TECHNOLOGY: 3 UNITS
The theories, principles and practises in the area are important; Gathering, processing, transmission and consumption, journalistic demands and ethics of information management will be examined. All forms of information storage and retrieval systems including the trade media, modern, photographic and reprographic systems are important requirement of the course.

EDT 413 DISTANCE LEARNING MODELS AND TECHNOLOGIES: 2 UNITS
Using the comparative approaches, the distance learning models including the open models and their technologies, the historical background, associated problems, merits and philosophy will be studied. Situation similar to Nigeria will be explored closely; Youth and adult education skills, certification and technology used.

EDT 414 ADVANCED LIBRARY STUDIES 3 UNITS
Course BET 202 is prerequisite for this. Ordering, documentation, indexing, classification, burrowing procedure, inter-library services, computerisation and other library machines, including ultra-forms, micro forms and internet/website as elements of globalise libraries will be explored in details and practically.

EDT 415 EDUCATIONAL TECHNOLOGY III: PROCESSES AND SETTINGS: 2 UNITS
Emphasis will be on combined effects of technological processes and settings on the learning audience, giving technological hardware and software. The associated theoretical backgrounds, moderating effects of newer technologies and human interference are important; man-machine interaction and requirement for technological evolution will be emphasized.

EDT 416 INTEGRATING MULTIMEDIA AND HYPERMEDIA INTO TEACHING 2 UNITS
Introduction to Multimedia and Hypermedia, commercial multimedia/Hypermedia Software Packages, Commercial Interactive Videodisc Systems, Types of Multimedia/Hypermedia Authoring Resources, Evaluating Hypermedia Products.

EDT 417 PRODUCTION SEMINAR 2 UNITS
This learner-control course focuses on relevant knowledge, skills and attitudes acquired in the course and designed to identify and solve any related educational problem through the principles and practices of educational technology. The production seminar must be on an approved topic with a view to producing the final creative instructional package.

EDU 511 ****PRINCIPLE OF INSTRUCTION 3 UNITS

EDT 511 ADVANCED LIBRARY STUDIES 3 UNITS

Course BET 202 is prerequisite for this. Ordering, documentation, indexing, classification, burrowing procedure, inter-library services, computerisation and other library machines, including ultra-forms, micro forms and internet/website as elements of globalise libraries will be explored in details and practically.

EDT 512 INSTRUCTIONAL MATERIALS EVALUATION TECHNIQUES: 3 UNITS

Basic design tools and principles as well as the utilization strategies will be studied. Some relevant models including Hoban and Zissman, Dalc's cone of experience, the ASSURE among others, will be introduced, Criteria for instructional materials design and evaluation will be introduced.

EDT 513 COMMUNITY RESOURCES AND DEVELOPMENT 2 UNITS

Community resources identification, mobilization, recruitment and utilization principles and techniques will be actively pursued to include human and non-human resources as related to education and development. Practical approach to this course will be adopted based on mini-project techniques.

SED 513 ****SPECIAL METHOD III 2 UNITS

EDU 521 GUIDANCE AND COUNSELLING 2 UNITS

Definition and Concept of Guidance and Counseling, Difference between Guidance and Counseling, Historical Development of Guidance and Global and the Nigeria, Need for Guidance and Counseling in Nigeria. Schools, other needs of Guidance and Counseling in the Nigerian society. Misconceptions about Guidance and Counselling, Ethics of Guidance and Counseling practice in Nigeria– Guidance Services offered in Schools. Counseling techniques for behavioural modification. Personal Characteristics of a good counselor, roles of the Counselor – Counseling theories. Viewpoints – Vocational Guidance (a) Elements of Vocational Development (b) Techniques of Vocational Guidance.

EDU 522 EDUCATIONAL MANAGEMENT 2 UNITS

Instructional hardware design, components, structures operation and care will be emphasized along the current situations in Nigeria. Interactive multimedia application of presentation software (e.g. Power point or digital editing and use of Liquid Crystal Display).

EDU 523 SEMINAR IN EDUCATIONAL TECHNOLOGY 2 UNITS

Students are expected to present a seminar paper before graduation

EDU 524 PROJECTS 6 UNITS

Students are expected to present a supervised project before graduation.

*****EDT 521 PROCESS AND SETTING PRODUCTION PRACTICE II 2UNITS**

This course explores instructional applications of virtual learning and teaching as students design a learning experience in a virtual environment.

FIELD EXPERIENCES

There will be individually supervised field experience in a setting that provides direct experience with the design, development, implementation, or evaluation of learning experiences that are technology-mediated. Students shall visit various media houses/industries for Field experiences and submit field report at the end of the programme. The scores obtained shall be added to the scores obtained at the end of the session's practical/production seminar.

100 LEVEL

FIELD EXPERIENCES 1. Field experiences in Radio/Television Broadcasting Stations focusing on situational analysis and planning for effective technology integration practices.

200 LEVEL

FIELD EXPERIENCES 11. Field experiences in printing and publishing industries focusing on integration of printing technology into classroom setting and the evaluation of technology-based learning experiences.

300 LEVEL

FIELD EXPERIENCES 111. Field experiences in Computer industries/Firms focusing on educational software development and technology-based learning, teaching and management.

NOTE: Field experience shall come up at the second semester of the years one to three each session.

MEET YOUR LECTURERS AND OTHER STAFF OF THE DEPARTMENT

Dr. I. I. Kuta (HOD)
Associate Professor

Prof. C. S. Tukura

Prof. (Mrs.) A. E. Okonkwo-Umeh

Prof. A. I. Gambari

Prof. A. Anthony

Prof. A. E. Zubairu

Dr. (Mrs.) F. M. Sobowale

Dr. (Mrs.) A. Fati

Mal. A. Sadiku

Mrs. A. J. Shittu

Mrs. Melody Shiru

Safety Tips

BE ALERT: - Be Alert to your environment and immediately Report suspicious persons, things or situations. To University Security Service Division (USSD)

REPORT IMMEDIATELY: Lodge a report immediately to University Security Service if you notice any Unknown and suspicious person (s) loitering around the campus.

MOBILE PHONES: Avoid the habit of being engrossed. In mobile phone discussion or plugging your ear with pod music system walking on the road.

WALKING AT NIGHT: Avoid walking alone at night to the library, study hideout, tutorials, meetings etc instead walk in groups and avoid dark openings especially doorways, alleys and buildings.

GOING OUT: Let your friends or family members.

RIDES: Avoid accepting ride from strangers especially the female students.

PUBLIC DISPLAY: Avoid making public display of cash, jewellery, purse, handbag etc. When walking within and outside the campus at day or at night.

TELEPHONE NUMBERS: Have access to telephone numbers of important contacts eg
your Head of Department, Level Adviser, Students Affairs and University Security Service.

DRUGS AND ALCOHOL: Say NO to drugs and alcohol, because when you take drugs and alcohol you lose your senses and become a security risk to yourself and to those around you.

PROTECT YOUR DRINKS AND FOODS: Always know you are going out with or visiting someone especially for the first time. Keep an eye on your drinks and foods in your residence
and at social events. Never leave such items unattended to.

STUDY GROUP: Form a study group and study at Night in well-lit school building.
RESPOND TO ALARMS AND ALERTS: Respond to all emergency alerts and alarms as the need may be Alert systems can be in the form of text messages, Voice messages, public address system or e-mail among others.

POLITICAL ACTIVITY: Don't allow yourself to be Used as a political thug by politicians both within and outside the University.

This message is from the University Security Service Division (USSD)

FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA
ACADEMIC CALENDAR FOR 2024/2025 SESSION

FIRST SEMESTER

DURATION: Monday ,18, November 2024 – Saturday, 29th March 2025 (16Weeks)

Monday 28th October 2024 – Sunday 17th November 2024	**Payment of school fees for new students**
Monday 28th October 2024 – Sunday 17th November 2024	**Online registration for new and returning students (3 Weeks)**
Monday 18th November 2024 – Saturday 25th January 2025	**Lectures for 100 Level to 500 Level Students (8 Weeks)**
Thursday 19th December 2024 – Friday 20th December 2024	**Orientation for new students**
Saturday 21st December 2024 – Saturday 4th January 2025	**Annual Recess**
Thursday 23rd January 2025	**Matriculation of new students**
Saturday 1st February 2025	**Founder's Day.**
Monday 27h January 2025 – Saturday 15th February 2025	**E – Test for 100 Level and Large classes (3 Weeks)**
Monday 27h January 2025 – Saturday 1st March 2025	**Continuation of lectures for all students (5 Weeks)**
Monday 3rd March 2025 – Saturday 22nd 2025	**E – Exams for 100 Level and large classes (3 Weeks)**
Monday 24th March 2025 – Saturday 5th April 2025	**First Semester Examination for 200 Level to 500 Level Students (2 Weeks)**
Monday 7th April, 2025 – Saturday 20th September 2025	**First Semester break (2 Weeks).** **SIWES for all Schools except SAAT &SSTE Students (24 Weeks)**
Monday 5th May 2025	**School Boards to consider First Semester results**
Wednesday 28th May 2025	**Senate to consider First Semester results**

SECOND SEMESTER

DURATION: Monday, 7th April 2025 – Saturday, 26th July 2025 (16Weeks)

Monday 7th April 2025 – Saturday 31st May 2025	**Lectures for all Students (8 Weeks)**
Monday 2nd June 2025 – Saturday 21st June 2025	**E – Test for 100 Level and Large classes (3 Weeks)**
Monday 23rd June 2025 - Saturday 5th July, 2025	**Continuation of lectures for all students (5 Weeks)**
Monday 7th July 2025 – Saturday 26th July 2025	**E – Exams for 100 Level and large classes (3 Weeks)**
Monday 14th July, 2025 – Saturday 26th July 2025	**Second Semester Examination for 200 Level to 500 Level Students (2 Weeks)**
Monday 28 July 2025 – Saturday 27th September 2025	**Second Semester Break (9 Weeks).** **SWEP/Field Trip (6 Weeks)**
Monday 8th September 2025	**School Boards to consider Second Semester results**

Every Saturday has been declared f or staff fitness exercise as from 6. 30 am – 9.00 am (All staff are advised to turn up for the exercise.

Every Wednesday of the week, lectures to end by 2.00pm for sporting activities for all students

Mrs Azumi Salamatu Ndayako
AG. REGISTRAR