FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA, NIGERIA

SCHOOL OF SCIENCE AND TECHNOLOGY EDUCATION (SSTE)

DEPARTMENT OF EDUCATIONAL TECHNOLOGY

STUDENTS' HANDBOOK
2023 – 2028

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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 B. Tech. 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

GRADUATION REQUIREMENT (CCMAS)

Requirements	UTME	DE(200L)	DE(300L)
Basic Science	27	9	3
EDT Courses	100	88	63
EDU Courses	13	11	9
General Studies	8	4	2
Entreprenuership	4	4	2
SIWES/Teaching Practice	9	9	9
Total	**161**	**140**	**103**

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) **Acknowledgements**: 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 ae given as follows:

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

Course Structure

100-Level First Semester

Course Code	Course Title	Units	Status	LH	PH
GST 111	Communication in English	2	C	15	45
GST 112	Nigerian Peoples and Culture	2	C	30	-
EDT 101	Introduction to Educational Technology	2	C	30	-
FUTM-EDT104	Digital Library in Educational Technology	3	C	30	45
FUTM-CPT108	Management of Information System	3	C	30	45
FUTM-CPT107	Introduction to Computer System	3	C	30	45
MTH 101	General Mathematics I	3	C	30	-
	Total Units	**18**			

100-Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
FUTM-EDT105	Human Computer Interaction	3	C	30	45
FUTM-CPT106	Internet Technology	3	C	30	45
EDU 101	Introduction to Teaching and Foundations of Education	2	C	30	-
EDT 102	Foundations of Educational Technology	2	C	30	-
EDT 103	ICT Application in Education	2	C	15	45
MTH 102	General Mathematics II	3	C	30	-
COS 101	Introduction to Computer Science	3	C	30	45
	Total Units	**18**			

200-Level First Semester

Course Code	Course Title	Units	Status	LH	PH
GST 212	Philosophy, Logic and Human Existence	2	C	30	-
ENT 223	Entrepreneurship and Innovation	2	C	30	-
EDU 201	Curriculum, Curriculum Delivery and General Teaching Methods	2	C	30	-
EDT 201	Communication and Media Technology	2	C	30	-
FUTM-EDT 213	Basic Production Techniques for Inexpensive Learning and Instructional Materials	3	C	30	45
FUTM-EDT 211	Digital Image Processing	3	C	30	45
FUTM-EDT 212	Introduction to Assistive Technology	2	C	30	45
	Total Units	16			

200-Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
EDT 202	Educational Technology in Schools and Workplaces	2	C	15	45
EDT 203	Instructional System Design	2	C	15	45

EDT 204	Edutainment, Gamification, and Game Based Learning	2	C	15	45
FUTM-EDT 221	Educational Broadcasting	2	C	30	-
FUTM-EDT 222	Social Media in Education	2	C	30	-
FUTM-EDT 223	Innovative Pedagogies	2	C	30	-
FUTM-EDT 224	Application of Educational Technology	2	C	30	-
FUTM-EDT 225	Computer Simulation and Modelling	3	C	30	45
	Total Units	17			

300-Level First Semester

Course Code	Course Title	Units	Status	LH	PH
GST 312	Peace and Conflict Resolution	2	C	30	-
EDT 302	Evaluation in Educational Technology	2	C	30	-
FUTM-CPT314	Computer Communication and Network	3	C	30	45
FUTM-EDT312	Fundamental of Curriculum Development and Evaluation in Educational Technology	2	C	30	-
FUTM-EDT313	Basics of Evaluation of Educational Technology Media	2	C	30	-
FUTM-EDT311	Career in Educational Technology	3	C	30	-
FUTM-EDT315	Radio and Television Production Techniques	2	C	30	-
	Total Units	16			

300-Level Second Semester

Course Code	Course Title	Units	Status	LH	PH
EDU 302	Educational Measurements, Tests, Research Methods, and Statistics	3	C	45	-
EDT 303	Inclusive Technology for Learning (Adaptive and Assistive Technology)	2	C	30	-
EDT 304	Distance Learning: Concepts, Models, and Technologies	2	C	30	-
ENT 312	Venture Creation	2	C	15	45
EDT 301	Globalization of Instructional Resources	2	C	15	45
EDT 305	E-Learning	2	C	15	45
EDT 306	Learning Management System	2	C	15	45
	Total Units	15			

400 LEVEL FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
EDT 401	Learning Analytics	2	C	15	45
FUTM-CPT412	Software Engineering	3	C	30	45
FUTM–CPT413	Internet Programming	3	C	30	45
FUTM-EDT414	Computer Graphics	2	C	30	-
FUTM-EDT415	Introduction to Seminar	3	C	30	45
FUTM-EDT410	Introduction to Instructional System Design	3	C	30	45
	Total	16			

400 LEVEL SECOND SEMESTER

Course Code	Course Title	Units	Status	LH	PH
FUTM-EDT400	SIWES/Teaching Practice I& II	9	C	-	30
	Total	9			

500 LEVEL FIRST SEMESTER

Course Code	Course Title	Units	Status	LH	PH
EDT 503	Emerging Technology and Education	2	C	30	-

EDT 504	Safety and Cybernetics in Educational Technology	2	C	30	-
EDT 502	Management of Educational Technology Resources	2	C	15	45
EDT 505	Educational Computing	2	C	15	45
FUTM-EDT511	Research Methodology in Educational Technology	2	C	30	-
FUTM-EDT512	Introduction to Statistics in Educational Technology Research	3	C	30	45
FUTM-CPT513	Operating System	3	C	30	45
Total		16			

500 LEVEL Second Semester

Course Code	Course Title	Units	Status	LH	PH
EDU 500	Project	6	C	-	135
FUTM-EDT321	Internship and Externship in Educational Technology	3	C	30	45
FUTM-EDT322	Production and Exhibition of Educational Technology Products	3	C	30	45
FUTM-EDT523	Script Writing	2	C	30	-
FUTM-EDT524	Statistics and Data Processing in Educational Technology	2	C	30	-
Total		16			

COURSE CONTENTS

100-LEVEL FIRST SEMESTER

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

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, 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, 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.

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

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 (an 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 Nigerian people; trade, skill acquisition and self-reliance). Social justice 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). Reorientation, moral and national values (The 3R's – Reconstruction, Rehabilitation and Reorientation; Re- orientation 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.

EDT 101 Introductions to Educational Technology (2 Units C: LH 30)

This course approach the basic concepts in educational technology. Design and production of instructional materials. Eclectic approach to the design process. Application and effects of technology in the teaching and learning situation. The communication process and instruction. Instructional Media – typology and relevance in instruction. Broadcast media as the instructional delivery process. Knowledge of the systematic production, effective use, and evaluation of inexpensive and locally made instructional materials for instructional purposes. Instructional equipment selection and operations. Evaluation in educational technology.

FUTM-EDT104: Digital Library in Educational Technology Programme (2Units LH- 30; PH-45

Definition of the concept of Digital Library in Educational Technology. The course is on the use of digital libraries in education including emerging areas of applications, current and future technologies for creating learning. A digital collection also known as a digital library is a collection of files that has been digitally preserved and accessible on the internet or through software. A digital library may contend manuscripts, newspapers, books, journals, images, audio and video. Other contents include objectives of digital library, significance of digital library in

education resources, practical role in sharing expensive resources, physical resources such as books and periodicals, films and videos, software and electronic videos.

FUTM – CPT 108: Management of Information System (3Units LH- 30 PH-45)

An overview of the antecedents of MIS. Definition of concepts associated to MIS. Conceptual framework for understanding MIS. Design and Development of MIS. Determination of organizational structure. Identification manager. Lay out of activities in organization. Collation of data information. Data information attributes. Information needs for different levels of people. Types of information and decision. Identification of information systems. Categories of information on the basis of nature and characteristics. Kinds of information systems, Transaction Processing Systems (TPS). Office Automation System (OAS). Management Information System (MIS).

FUTM – CPT107: Introduction to Computer System (3Units Compulsory; LH-30. PH – 45)

Definition of a computer. Classification of computers. Hardware components of a computer. Software components of a computer. Human ware. Characteristics of computers and internet networking. Production of samples of computer graphics. Usage of word processing. Uses of spread sheets. Definition and use of editors. Working on files. Working on folders. Transfer file document to the folder. Definition of directories. Explanation on directories.

100-Level Second Semester

FUTM – EDT 105: Human Computer Interaction (3Units LH- 30 PH-45)

An overview of a brief history of human computer interaction. Positive aspects of the interactions. Negative aspect of computers. Positive and Negative effects of Information and Communication technology. Effects in relation to humans. The society or the community. Introduction to computing as a profession. Organizational usage of computers. The Sociological impacts of computer utilizations. Interfaces of individuals and computers. Affordance ability of computers. Usability of computers. Usability principles. Information Processing. Processing limitations. Human cognitive and sensory limits

FUTM – CPT 106: Internet Technology (3Units Compulsory; LH-30. PH – 45)

An introduction to internet. Definitions of internet and intranet. An overview of history and development of the internet. Listing components of the internets of the internet. Explain nation of the components. General uses of the internet to the society. Applications of the internet to teaching, Applications of the internet to Learning. Applications of the internet to research in educational technology. How to sort information. To download information. Save information from the internet. Listing and explaining primary storage (Internal memory) equipment and accessories. Merits of intranet. Demerits of intranet. Differences between internet and intranet.

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

Teaching as a profession. Ethics of the teaching profession. Intellectual and practical competencies required by the teacher. The link between education and development. Educational development from ancient times to the present concerning the evolution of modern education in Nigeria. The Nationalcy on Education. A brief treatment of learning theories from the behaviourist, cognitive and socio-cultural perspectives. Child and adolescent development. Historical and current developments in the philosophy of education. Historical and current developments in the sociology of education.

EDT 102 Foundations of Educational Technology (2 Units C: LH 30)

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. The various psychological and sociological schools of thought related to educational technology will be focused on, as also their effects on the theory and design of the school curriculum and their effects on the welfare of society generally. Learning theories (behaviourism, cognitivism, constructivism, and connectivism) and their application to educational technology. Uses different theories, such as multiple intelligences, constructivism, computers as mind tools, brain-based learning, and connectivism to learn how technology can facilitate learning. Challenges regarding the use of constructivist and collaborative activities for learning as well as solutions for overcoming these barriers.

EDT 103 ICT Application in Education (2 Units C: LH 15, PH 45)

The background, types, functions, components and other relevant features of the computer and its role in education and globalisation will be examined. Practical operations of computers, especially as related to education, teaching and training. Integrating Microsoft Word, Excel, PowerPoint, and database software tools into teaching and learning. The application of ICT in education can be focused on three major areas: Integration of ICT in education, application software for education, and the internet in education.

200-LEVEL FIRST SEMESTER

GST 212: Philosophy, Logic, and Human Existence (2 Units C: LH 30)

Scope of philosophy; notions, meanings, branches, and problems of philosophy. Logic is an indispensable tool of philosophy. Elements of syllogism, symbolic logic— the first nine rules of inference. Informal fallacies, laws of thought, nature of arguments. Valid and invalid arguments, the logic of form and logic of content — deduction, induction and inferences. Creative and critical thinking. Impact of philosophy on human existence. Philosophy and politics, philosophy and human conduct, philosophy and religion, philosophy and human values, philosophy and character moulding.

ENT 223: Entrepreneurship and Innovation (2 Units C: LH 30)

Concept of Entrepreneurship (Entrepreneurship, Intrapreneurship/Corporate Entrepreneurship,).Theories, rationale, and relevance of Entrepreneurship (Schumpeterian and other perspectives, Risk-Taking, Necessity and opportunity-based entrepreneurship and Creative

destruction). Characteristics of Entrepreneurs (Opportunity seeker, Risk-taker, Natural and Nurtured, Problem solver and change agent, Innovator, and creative thinker). Entrepreneurial thinking (Critical thinking, Reflective thinking, and Creative thinking). Innovation (Concept of innovation, Dimensions of innovation, Change and innovation, Knowledge, and innovation). Enterprise formation, partnership and networking (Basics of Business Plan, Forms of business ownership, Business registration and Forming alliances and joint ventures).Contemporary Entrepreneurship Issues (Knowledge, Skills and Technology, Intellectual property, Virtual office, Networking). Entrepreneurship in Nigeria (Biography of inspirational Entrepreneurs, Youth and women entrepreneurship, Entrepreneurship support institutions, Youth enterprise networks and Environmental and cultural barriers to entrepreneurship).Basic principles of e-commerce.

EDU 201: Curriculum, Curriculum Delivery and General Teaching Methods (2 Units; C) (LH 30)

Definition and types of curriculum. The curriculum development process. Curriculum delivery to include general teaching methods and strategies: lecture, class discussion, demonstration, problem-solving, cooperative learning and guided discovery, concept mapping, metacognition, argumentation, project-based learning, competency-based learning, culturo-techno-contextual approach (CTCA). Developing the lesson plan/note. Assessment of learning. Resources for teaching, and improvisation. General classroom management. Teaching in a 21st century classroom. Setting up and managing online classes. Attending to students with special needs.

EDT 201 Communication and Media Technology (2 Units C: LH 30)

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. The historical background and development of print technology from its inception in Egypt, Mesopotamia and China to the present age of computer technology using case studies and visit to a printing press and associated sectors. Desktop publishing for education. Digital printing software. Colour, colour settings and printer profiles, preparing files for printout (resolution, pixel dimensions, interpolation, print preview), colour balance and colour saturation. Preview, prediction and proofing, proof colours, user profiles, and creative hand-printing techniques.

Montage/composite prints, masking tools and processes, pen tool to make high-resolution cut-outs (paths, keyboard shortcuts, conversion to selections), layers and smart filters. Media literacy applied critical thinking skills in analyzing the source of much of our information: the media. Awareness of the impact of the media on the individual and society. The process of communication. Critical approaches to analyze and discuss media messages. Awareness of media content and the cultivation of enhanced enjoyment, understanding, and appreciation of media content.

FUTM – EDT 213: Basic Production Techniques for Inexpensive Learning and Instructional Materials (2Units LH- 30)

What are inexpensive learning materials. Inexpensive instructional materials. Identification of inexpensive learning and instructional materials. Classification of instructional materials. Sources and utilization. Brief highlights on theories of instructional communication. Relationships to learning and teaching processes. Production of instructional materials. Ability to adequately use photography in production process. Production of audio instructional materials. Design and construction of visual materials for instruction. Synchronization of audio and visuals to produce audio visual instructional materials. Rationale for use of instructional materials for teaching and learning process.

FUTM – EDT 211: Digital Image Processing (3Units Compulsory; LH-30. PH – 45)

Definition of digital images. The processing systems overview. Diagram of the human eye. Formation of images in the eye. Brief on rods and cones. Adaptation to brightness by pigments in the eye. Discrimination of brightness. Process of image sensing and acquisition. Storage of image and processing. Communication. Display. Image sampling. Eye defects. Correction with lenses. Accommodation of the eye.

FUTM – EDT 225: Computer Simulation and Modeling (3Units Compulsory; LH-30. PH – 45)

Explanation of the concept of Simulation. Identification of system and system environment. Listing and explanation of the components of a system. Types and explanation of the system. Definition and types of models. Highlights on steps on simulation study. Merits and demerits of simulation in instruction. Explanation on discrete events simulation. Software for simulation. History of simulation software. Desirable software features. General purpose simulation packages. Brief on object oriented simulation. Trends in simulation software.

200-LEVEL SECOND SEMESTER

EDT 202 Educational Technology in Schools and Workplaces (2 Units C: LH 15, PH 45)

Educational technology in pre-primary and primary education, secondary education, and higher education institutions. Integration strategies and skills for using instructional technology and educational software, digital media, and information technologies appropriate to pre-primary and primary school teaching environments. Selection of appropriate instructional technologies for use in the classroom. Production of technologybased instructional materials. Evaluation and validation of a variety of instructional materials. Strategies for integrating technology into all aspects of teaching and learning. Emerging trends and issues in educational technology for teaching.

EDT 203 Instructional System Design (2 Units C: LH 15, PH 45)

Concepts and principles of instructional design (ISD). Complexities of designing instruction in the context of educational corporate training environments. Classic ISD theories and models, such as ADDIE, Bloom's Taxonomy, and Merrills' principles application of ISD theories and models

in the real-world educational or corporate context. ISD in Learning Management System. Effectiveness of instructional materials in ISD.

EDT 204: Edutainment, Gamification, and Game-Based Learning (2 Units C: LH 15, PH 45)

This course provides an overview of instructional elements in technology-based edutainment (i.e., cartoons, animation, TV programs, movies, gamification and digital games). Explores the theory and implementation of edutainment, games, gamification and simulation in classroom settings through experimentation and play. Storyboard and script writing, editing, instructional design and directing, as well as film, video, and audio production. Production and post-production of audio and television production. Camera setup and operation, television directing, and in-camera or basic continuity editing. Terminology of games, gamification and simulations; extended realities: virtual realities and augmented reality, virtual worlds. Emphasis on connecting principles of learning and teaching to the design of games and simulations.

FUTM – EDT221: Educational Broadcasting

The history, philosophy and techniques of education broadcasting are important, especially as related to radio and television in Nigeria. Design of story board and the 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.

FUTM-EDT222: Social Media In Education (2 Credit Units LH - 30)

Brief history of social media in Education. Description of various types of social media platforms in education – WhatsApp, YouTube, Skype, Linkedin, Twitter, Tumblr, Quora, Blog, Google, Yelp, Microblogging, Meetup, Flipboard, Facebook, World press, Snapchat. Roles of social media in education and students in teaching/learning. Practical skills of using social media for academic purposes. Practical guide to social media usage. Effectiveness of social media in education. Benefits of social media networks in education. Ways to use social media to reshaping today's educational system.

FUTM-EDT223: Innovative Pedagogies (2 Units; LH-30)

The concept of pedagogy, relationship between pedagogies and other curriculum-related terms, characteristics of pedagogy, features of pedagogy, principles of pedagogy, types of pedagogy (contemplative pedagogy, social pedagogy, narrative pedagogy, constructive pedagogy, content pedagogy critical pedagogy among others), roles of pedagogy in education, approaches to pedagogy (constructivist approach to learning, behavioural approach to learning, collaborative approach to learning, reflective approach to learning, integrative approach to learning, inquiry approach to learning etc), domains of pedagogy, various innovative pedagogies, features, merits and limitations of innovative pedagogies, procedures for integrating innovative pedagogies to education.

FUTM – EDT 224: Application of Educational Technology in Distance Learning (2 Units LH- 30)

An overview of the concept of distance learning. Why distance education. Identification of educational technologies for distance education. Roles of educational technologies in education. Merits and demerits of distance education. Limitations to Distance education. Design processes for online course ware for distance education. Implementation stage. Evaluation of course ware. Self-efficacy for utilization of technologies for distance education. Brief on TAM model in the application of educational technologies for distance education. Strategies for retrieval of provision of feedback in distance education.

300-LEVEL FIRST SEMESTER

GST 312: Peace and Conflict Resolution (2 Units C LH 30)

Concepts of Peace, Conflict and Security in a multi-ethnic nation. Types and Theories of

Conflicts: Ethnic, Religious, Economic, and Geo-political Conflicts; Structural Conflict Theory, Realist Theory of Conflict, Frustration-Aggression Conflict Theory. Root causes of Conflict and Violence in Africa: Indigene and settlers Phenomenon; Boundaries/boarder disputes;

Political disputes; Ethnic disputes and rivalries; Economic Inequalities; Social disputes;

Nationalist Movements and Agitations; Selected Conflict Case Studies – Tiv-Junkun;

ZangoKartaf, Chieftaincy and Land disputes; Peace Building, Management of Conflicts and

Security: Peace & Human Development. Approaches to Peace & Conflict Management --- (Religious, Government, Community Leaders and others). Elements of Peace Studies and Conflict Resolution: Conflict dynamics assessment Scales: Constructive & Destructive. Justice and Legal framework: Concepts of Social Justice; The Nigeria Legal System. Insurgency and Terrorism. Peace Mediation and Peace Keeping. Peace & Security Council (International, National and Local levels) Agents of Conflict resolution – Conventions, Treaties Community Policing: Evolution and Imperatives. Alternative Dispute Resolution, ADR. Dialogue b).

Arbitration, c). Negotiation d). Collaboration. Roles of International Organizations in Conflict

Resolution. (a). The United Nations, UN and its Conflict Resolution Organs. (b). The African

Union & Peace Security Council (c). ECOWAS in Peace Keeping. Media and Traditional

Institutions in Peace Building. Managing Post-Conflict Situations/Crisis: Refugees. Internally Displaced Persons, IDPs. The role of NGOs in Post-Conflict Situations/Crisis

EDT 302: Evaluation in Educational Technology (2 Units C: LH 30)

Overview of concepts of assessment, measurement, evaluation, efficiency, and effectiveness. Evaluation types (precursive, diagnostics, formative, summative, and confirmative), approaches (scientific and humanistic). Digital evaluation tools. Applications of technology in educational environments. Evaluation for variety of technologies. Strategies for evaluation. Evaluation models. Identification of past and current trends in the use of technology to support learning assessment and evaluation.

FUTM – EDT 312: Fundamentals of Curriculum Development and Evaluation in Educational Technology (Units 2 LH- 30)

Defining curriculum, Types of curriculum, Aim and objectives of curriculum. Process of curriculum development. Evaluation of curriculum objectives. Definition of curriculum and instruction. Indept knowledge of curriculum and instruction models. Implication of the models. Relationships between the models. Merits of curriculum to the teacher. Merits to the learner. Merits to the Administrators. Explanation on the various schools of thought of curriculum.

FUTM – EDT 313: Basics of Evaluation of Educational Technology Media (2 Units LH- 30)

Definition of Curriculum. Types of Curriculum. Aim and Objectives of Curriculum. Processes of curriculum development. Evaluation of curriculum objectives. Definition of curriculum instruction. Indebt knowledge of curriculum and instruction model. Implications of the models. Relationship between the model. Merits of curriculum to the teacher. Merits of curriculum to the learners. Merits to the administrator. Schools of thought of curriculum.

FUTM-EDT311: Career in Educational Technology

There are various carriers' paths in educational technology. Here are some common types of carriers in educational technology. Instructional designer. Educational technology specialist. Curriculum developer. E-learning developer. Educational software developer. Development of games, simulations and other interactive tools that are used to teach specific concepts. Online course developer. Technology trainer.

FUTM-EDT315 Radio and Television Production Techniques (2 Units C: LH 30)

Students are exposed to the process 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.

300-LEVEL SECOND SEMESTER

EDU 302 Educational Measurements, Tests, Research Methods, and Statistics (2 Units C: LH 30)

Types of educational measurements. Types of tests. Development of tests, test blueprint, item analysis, reliability, and validity of instruments. Domains of learning and taxonomy of cognitive outcomes. Meaning of research. Types of research with a focus on descriptive and experimental research. The research processes. Writing a research proposal. Research designs. Theoretical/conceptual framework and review of the literature. Sample and sampling techniques. Types of data, data gathering, data processing, data analysis and interpretation. Probability, critical values and error and their place in inferences. Ethical considerations (political, economic religious and cultural) in research. Data analysis using IBM-SPSS.in data analysis. Reporting educational research.

EDT 303 Inclusive Technology for Learning (Adaptive and Assistive Technology) (2 Units C: LH 30)

This course treats the concept of inclusive learning. Identification and explanations of technologies that creates accessible and equitable learning. Definitions, meanings, and typology of adaptive and assistive technology. Selection and evaluation of different assistive and adaptive technology tools for learning context and learners. Utilisation the speech-totext, text-to-speech and video captioning tools on computers and other devices. Integration procedure to implement inclusive education using technology in educational institutions.

EDT 304: Distance Learning: Concepts, Models, and Technologies (2 Units C: LH 30)

Theories, paradigms, and the history of distance education. Distance learning technologies.

Critique of current research and assessment of online learning (blended and fully online delivery). Accessibility issues, open source, best practices to facilitate learning, global trends, and mass higher education. The MOOC paradigm. Synchronous versus asynchronous platforms. The comparative approaches to distance learning models including the open models and their technologies. The historical background of distance education. Associated problems, merits, and philosophy of adult education. Situations in Nigeria regarding distance education. Youth and adult education skills, certification and technology used.

ENT 312: Venture Creation (2 Units C: LH 15; PH 45)

Opportunity Identification (Sources of business opportunities in Nigeria, Environmental scanning, Demand and supply gap/unmet needs/market gaps/Market Research, Unutilised resources, Social and climate conditions, and Technology adoption gap). New business development (business planning, market research).Entrepreneurial Finance (Venture capital, Equity finance, Microfinance, Personal savings, Small business investment organizations and Business plan competition).Entrepreneurial marketing and e-commerce (Principles of Marketing, Customer Acquisition & Retention, B2B, C2C and B2C models of e-commerce, First Mover Advantage, E-commerce business models and Successful E-Commerce Companies,). Small Business Management/Family Business: Leadership & Management, Basic bookkeeping, Nature of family business and Family Business Growth Model. Negotiation and Business communication (Strategy and tactics of negotiation/bargaining, Traditional and modern business communication methods).Opportunity Discovery Demonstrations (Business idea generation presentations, Business idea Contexts, Brainstorming sessions, Idea pitching). Technological Solutions (The Concept of Market/Customer Solution, Customer Solution and Emerging Technologies, Business Applications of New Technologies - Artificial Intelligence (AI), Virtual/Mixed Reality (VR), Internet of Things (IoTs), Block chain, Cloud Computing, Renewable Energy and others. Digital Business and E-Commerce Strategies).

EDT 301 Globalization of Instructional Resources (2 Units C: LH 15, PH 45)

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 using mini-project techniques. The design and production of improvised instructional materials using locally available resources. Basic design principles and production based on the ASSURE and other known models. Actual production,

utilization and evaluation of low-cost instructional packages including community resources mobilization.

EDT 305 E-Learning (2 Units C: LH 15, PH 45)

Introduction to eLearning: Definition and history of e-learning, types of e-learning (e.g. selfpaced, synchronous, blended). Advantages and challenges of e-learning. Developing elearning content. Identifying learning objectives and goals. Instructional Design and course structure. Developing multimedia elements (e.g. videos, podcasts, interactive exercises). Creating assessments and evaluating learning outcomes. Implementing e-learning and models of e-learning. Choosing the right technology and platform for e-learning. Setting up and organizing an e-learning course. Engaging and motivating learners in an online environment. Providing support and resources for learners. Assessing and evaluating eLearning: Measuring the effectiveness of e-learning. Gathering and analyzing data on learner engagement and performance. Improving e-learning based on feedback and data. Advanced e-learning strategies: Personalised and adaptive learning. Collaborative Learning, Micro Credentials, and Competency-Based Learning. Final project: Designing and implementing an e-learning course. Students will use e-learning tools and technologies to design and build an e-learning course, including creating course materials, setting up assessments, and using engagement and motivation strategies.

EDT 306 Learning Management System (2 Units C: LH 15, PH 45)

Introduction to learning management systems. Definition and purpose of a learning management system. Types and features of learning management systems. Setting up a learning management system. LMS for learners' needs. Creating a course or organisation in the LMS. Advanced features and customization. Customizing the appearance and branding of the LMS. Integrating with other tools and systems. Using analytics and reporting features. Implementing adaptive and personalized learning. Creating a user-friendly and engaging course experience. Maintaining course organization and structure. Providing timely and effective feedback to students. Using the LMS to support different learning styles and needs. Case studies and real-world applications. Challenges and obstacles in using an LMS.

EDU 401: Teaching Practice II (3 Units C: PH 135)

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject, the area should be taught through micro-teaching before students embark on the exercise.

500 LEVEL FIRST SEMESTER

EDT 501 Learning Analytics (2 Units C: LH 15, PH 45)

Introduction to Learning Analytics: Definition and scope of learning analytics, Key stakeholders and their roles, Ethical considerations. Data Collection and Management: Types of data in learning analytics, Data sources, and infrastructure, Data privacy and security. Data Analysis and Visualization: Descriptive statistics, Data visualization tools, and techniques, Inferential statistics. Learning Analytics Applications: Student modelling and prediction, Adaptive and personalized learning, Early warning systems, Program evaluation, and improvement. Challenges and Future Directions: Data quality and accuracy, Data literacy and interpretation, Integration with learning

management systems, Emerging technologies and their impact on learning analytics. Case Studies and Project Work: Handson experience applying learning analytics concepts and tools, Analysis of real-world data sets, and development of a learning analytics project proposal.

EDT 503 Emerging Technology in Education (2 Units C: LH 30)

Introduction to emerging technology in education. Overview of emerging technology in education. Types of emerging technology (AI, VR/AR, metaverse, blockchain). Impact of emerging technology on teaching and learning. Artificial intelligence in education. Basics of AI and its applications in education. Benefits and challenges of using AI in education, Ethical considerations. Virtual and augmented reality in education: Types of VR/AR technology used in education. Benefits and challenges of implementing VR/AR in education. Metaverse in education: Definition and concept of the metaverse, Use of the metaverse in education (virtual classrooms, simulations). Benefits and challenges of using the metaverse in education. Blockchain in education. Internet of Things (IoT) in education. Applications of IoT in education (campus safety, resource optimization, student experiences). Benefits and challenges of using IoT in education. Basics of blockchain technology and its potential applications in education. Security and privacy considerations. Emerging technology in personalized learning: Definition and concept of personalized learning. Use of emerging technology in personalised learning (tracking student progress, adapting teaching strategies). Benefits and challenges of using emerging technology in personalized learning. Emerging technology case studies in education - Real-world case studies of emerging technology in education. Analysis of successes and challenges of these implementations. Potential impacts on teaching and learning. Emerging technology project in education. Team development of a prototype or solution using emerging technology in education.

EDT 504: Safety and Cybernetics in Educational Technology (2 Units C: LH 30)

Concepts of safety and educational technology. Physical safety, green computing, and green technology. Cyberspace, cyber threat, cyber-safety, data privacy, and ethical consideration. Definition of the basic cyber-systemic concepts and principles to analyse and develop educational and Human Performance Technology (HPT) and conduct research from the perspective of qualitative complex dynamic system model. Theoretical ideas and principles of cybernetics. Basic elements of a system, open loop system, closed loop system, feedback mechanism in a cybernetic system. Cybernetic in the development of the instructional design. Input element of the instructional system, process part, output element of the instructional system, application and advantages of cybernetic in education.

EDT 502 Management of Educational Technology Resources (2 Units C: LH 15, PH 45)

Issues on leadership regarding the integration of technology in business and education. Leadership, strategic planning, systems acquisition, coordination, implementation, technology management and its implications for teaching and learning, and administrative functions. Policies on human resource development, staff development, information access, security, management control, and evaluation. The basic planning, administration and management principles applied to the resource centre. Different types of budgeting. Theories and practices of leadership, organizational structures and functions related to resource centres in Nigeria. Installation, maintenance and troubleshooting of a variety of operating systems, data networks and distance learning systems in the educational context. Focus on management, support, and delivery options.

EDT 505 Educational Computing (2 Units C: LH 15, PH 45)

Introduction to Educational Computing. Definition of educational computing, History of educational computing. Benefits of using technology in education. Educational Technology Tools: Productivity tools (e.g., word processors, spreadsheet software), Collaboration tools (e.g. online forums, wikis). Integrating technology into the classroom. Developing a technology plan. Using technology to support diverse learning needs. Assessing the impact of technology on student learning. Ethical and legal issues in educational computing. Intellectual property and copyright. Student data privacy and acceptable use policies;

FUTM – EDT 512: Introduction to Statistics in Educational Technology Research LH 2 PH

Defining statistical term. Explanation of types of statistics. Listing and explaining statistical tools. Measuring scales. Explanation of measures of central tendency. Some calculation involving t test, ANNOVA, and ANCOVA. Identify the basic assumptions for use of a given statistical tools. Definition of Parametric statistic. Meaning of non-parametric Statistics. Non- Parametric statistics equivalent to Parametric statistics. Assumptions for use of Chi- square statistics. Practical examples for the use of chi square statistics. Types of Post hoc analysis. Conditions for use of any post hoc type. Degree of freedom for equivalent sample and non- equivalent sample. Avoidance of type I and type II errors in taking decision to accept or reject hypotheses.

500-LEVEL SECOND SEMESTER

EDU 500: Project (3 Units C: PH 135)

Application of knowledge and skills acquired in research methods. Statistics and evaluation in identifying and proffering solutions to educational problems. Working independently under the guidance of a Project Supervisor. Planning and execution of well-conceptualized research and presenting a written report on the study conducted.

FUTM-EDT321: Internship and Externship in Educational Technology (2 Units; LH-30 PH- 45)

The concept of internship in educational technology. Externship in educational technology. Roles of internship and externship in educational technology. Goals and advantages of internship (networking, meeting established mentors, skill development, career exploration among others). Duties of an educational technology intern. Places of internship and possible experiences to acquire - radio station, printing press, ICT companies, television station, educational technology centres. Educational resource centres, video editing studio, computer programming laboratory. Photographic studio, computer-graphic studio.

FUTM – EDT322: Production and Exhibition of Educational Technology Products (3Units Compulsory; LH-30. PH – 45)

Introduction to Educational Technology. Overview of educational technology and its applications in teaching and learning. Design Principles for Educational Technology. Principles of instructional design and how they apply to the development of educational technology products: Multimedia Content Creation: Techniques for creating multimedia content, including video, audio,

graphics, and animations. User Interface Design: Introduction to user interface design and how it can be used to create intuitive and user-friendly educational technology products. Assessment and Evaluation: Methods for evaluating the effectiveness of educational technology products and how to use feedback to improve them. Content Management and Delivery. Techniques for managing and delivering educational content, including content authoring tools and content delivery platforms. Pedagogical strategies and best practices for using educational technology products to enhance teaching and learning. Techniques for managing the development of educational technology products, including project planning, risk management, and stakeholder engagement. Strategies for showcasing educational technology products to a wider audience, including conferences, exhibitions, and online platforms. Legal and ethical considerations when creating and distributing educational technology products, including copyright, data protection, and accessibility.

FUTM-EDT523: Script Writing (3 Units; LH-30 PH-45)

Definition of script writing. The parts and types of script writing. The differences between the types and parts of script writing. Techniques and procedure of script writing. Steps and challenges of writing a book. Production of instructional materials using relevant script. Script writing for multimedia production. Script writing for textbooks and media materials. Keys or tips of writing correct scene headings. Films and digital media writing. Requirement for basic screenplays. How to write a screen play. Theories of script writing and laws for script writers.

FUTM-EDT524: Statistics and Data Processing in Educational Technology (3 Units; LH-30 PH-45)

What is Statistics? Descriptive Statistics. Inferential Statistics. Statistical Levels of Measurement. Rules of probability, and probability distributions of discrete and continuous random variables. Sampling Distributions. Statistical Estimation. Hypothesis Testing. What is Data Processing? Why is Data Processing Important? Statistical Package for Social Sciences and other Relevant Statistical Packages. Moving from Data Processing to Data Analytics. What is Data Analytic. What Does a Data Analyst Do. Types of Data Analysis. Tools Needed for Data Analytics. Importance/Benefits and Challenges of Data Analytics

EDU 301: Teaching Practice I (3 Units C: PH 135)

Effective and responsive teaching practices and interactions are key for all learning in professional teacher preparation. The importance of teaching practice is to provide the students with an opportunity to apply their pedagogical knowledge and skills in practice. Therefore, the practical implementation of teaching and learning strategies in the classroom, as applied to the subject area, should be taught through micro-teaching before students embark on the exercise.

FUTM-EDT 511: Research Methodology in Educational Technology (2 Credit Units LH – 30)

Introduction of research methods in Educational Technology. Concepts of carrying out research in Educational Technology. Methods of carrying out research in Educational Technology. Strategies in Research Media and Communication. Explains on the Various Audio Visual Materials. Learners Organization of Research Methodology in Educational Technology. Analyzing various

Research Methods Strength and Weaknesses. Learning how to prepare and validate instrument for Data Collection/Gathering.

Various Steps in Conducting Good Research. Learning the Best Essentials of Effective Reporting or Research Results Collection and Analysis. Essentials of Various Effective Reporting in Educational Technology and Types of Research Methods in Educational Technology. Types of Literature Review in Argumentation, Integration, Historical, Systematic and Theoretical Review. Mixed Methods Design in Research i.e Exploratory, Sequential, Convergent i.e Parallel and Sequential, Explanatory Sequential Design. Methodological Triangulation Research Design. Data Triangulation. Research Triangulation. Theoretical Triangulation. Interpretation of Data Collected. Research Methods in Educational Technology.

FUTM-EDT421: SIWES

FUTM – EDT 415 Introduction to Seminar LH- 2

Problem identification. Formulation of hypotheses. Literature review. Collection of Data. Organization of data. Analysis of data. Interpretation of data. Conclusion or inference. Ability to prepare power point for utilization. Skills of presentation. Techniques of presentation. Major aspects of seminar presentation. An overview from chapters one to five. Presentation of appendices, tables and figures. Induction exercises of presentation. Report writing basis and other practical demonstration.

FUTM – EDT 410 Introduction to Instructional System Design (2Units LH- 30)

Concept definition. Listing and explanation of design theories. Indebt study of the various design models. Emphasis on ADDIE model of design. Adequate exposure to the perspectives on products. Classroom and system. An overview of learning experiences. Design of prototypes. Principles and techniques of implementation. Application of system design model especially the ADDIE model. The role of instructional designers in learning experiences. Job creation and career opportunities in instructional system design

FUTM – EDT 513: Operating Systems (3Units Compulsory; LH-30. PH – 45)

An overview of the concept operating systems. Indebt knowledge of the type of operating. Brief on computer system organization. Architecture of operating system. Explanation of system calls. Processes. CPU scheduling and deadlock. Explanation on main memory. Brief on victualling memory. Outline of distributed system structure. Brief of distributed system coordination. Organization of the files, threads. Real-Time system. Multimedia system. Case study of windows and Linus operating System.

FUTM – EDT 412: Software Engineering (3Units Compulsory; LH-30. PH – 45)

An overview of human performance models. Identification of human diversity. Assimilation of the principles of a good design. Qualities of a good designer. Highlights on engineering tradeoffs. Initiation of usability testing techniques. Exposure to software development circle. Brief on software processes. Chronological of life circle and process model. Process assessment of models. Explanation on software process Metrix. Determining requirement elicitation. Analysis of the modelling techniques. Software validation.

FUTM – 413: Internet Programming (3Units Compulsory; LH-30. PH – 45)

Defining internet. Brief history of networking and internet. An introduction to World Wide Web technologies. HTML protocol. Design of a format of web page. Identification of tools for web site creation. Description of database- driven web sites. Exposure to short interactivity on the web. Brief on scripting languages. Role of applets. Highlight on human – computer interaction. Exposure to HCL aspects of web page design. Graphical user interface design. Explanation on some web development tools. Introduction to web application.

FUTM-EDT 414: Computer Graphics (2 Units; Compulsory; LH-30)

What is Computer Graphics? Types of Computer Graphics. Importance of Computer Graphics. 2D, 3D and 4D Computer Graphics. 2D, 3D and 4D Projector. What are Computer Graphic Arts. Computer Painting and Models. Data Compression. Leather Graphics. Canvas and Caroline. Orthographic Projector. Graphics Perspective. Mesh Generation. Phone Reflection Model Shading. Pixel Shades and Raster Graphics. Polygon Computer Graphics.Radiolity and Rey Tracing. Rendering Computer Graphics and Vector Graphics

MEET YOUR LECTURERS AND OTHER STAFF OF THE DEPARTMENT

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

Prof. C. S. Tukura

Prof. A. Anthony

Prof. A. I. Gambari

Prof. A. E. Zubairu

Dr. (Mrs.) F. M. Sobowale

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

Dr. (Mrs.) A. Fati

Mrs. A. J. S

Mal. A. Sadiku

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)