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## **Introduction**

There is a popular saying that teachers are born not made. Nothing could be further from the truth. Teachers are born and made. Teaching is becoming more scientific and teachers require extensive background in foundation courses in education. The disciplines that make-up the foundations of education course include Psychology of Education, Philosophy of Education and Sociology of Education. Psychology of Education or Educational Psychology aims at equipping the teacher with insights regarding student behaviour and learning. Philosophy of Education teaches the student the purposes of education as derived from the philosophy of a society, like the opinions of the people, which will determine the kind of Education to be given. Sociology of Education forms part of the Foundations of Education because it brings out the needs, values and aspirations of people upon which education is based. Therefore the three aspects (philosophy, psychology and sociology) are very necessary in the study of education, especially in the training of teachers.

This course will expose you to concepts and principles of philosophy like the branches of philosophy, its meaning and scope, its relevance to education and its modes. In the field of psychology, the course discusses the meaning and scope of psychology, branches of psychology; learning theories, transfer of learning and motivation in learning. All of these are meant to prepare you for the important tasks of teaching.

The course will consist of 16 units of teaching. They include a course guide, which explains to you what the course is all about, what sort of materials you will use as you work your way through the course. The course guide gives you advice on the amount of time you may spend on each unit of the course so that you can complete the course successfully and in good time. It also provides some guidance on tutor-marked assignments, which will be made available in the assignment file. There are regular tutorial classes that are linked to the course. You are advised to attend the sessions.

## **What you will learn in this course**

The general aim of the course, *Foundations of Education* is to introduce you to the foundation fields of education, the aspects that make up the discipline of education. During this course, you will be learning the definitions and scope of philosophy, psychology and sociology, the relevance of philosophy and psychology to education, learning theories, transfer of learning, motivation in learning, historical and sociological perspectives of education, innovations in education, types of education in Nigeria and equality of educational opportunities.

Later in the course, you will be learning the roles of agencies that are involved in education. Such agencies include the National Primary Education Commission, National Commission for Adult and Non-formal Education, the National University Commission, Stratification, Social Mobility and other factors that influence education.

### **Course Aims**

The aims of the course can be summarised as follows:

The course aims at making you understand the foundation units of education, that is, all those units that together make up the field of education. It is hoped that this will be achieved by introducing you to:

- i) The general concept of philosophy
- ii) The relevance of philosophy to education
- iii) Relevant Philosophical Issues in Education
- iv) The concept of psychology in general
- v) Educational psychology
- vi) Learning theories
- vii) Transfer of learning
- viii) Motivation and its relevance to learning
- ix) The growth of education in Nigeria
- x) Agencies Involved with education
- xi) All the information that will help you understand the enormous field of education as teachers in the making.

### **Course Objectives**

To achieve the set aims (as the course sets overall course objectives) each unit also has specific objectives, which are always stated at the beginning of the unit. Please read them before you start working through the course. It will be helpful to you if you refer to them in the course of your study of the unit, so that you can check your progress. After completing the units, also read over the objectives of the unit. That way, you will be sure of doing what is expected of you by the unit.

After you have completed the study of this course you should be able to:

- i) Define the concepts of philosophy, psychology and sociology
- ii) Outline and explain learning theories
- iii) Explain transfer of learning ,
- iv) Explain motivation in relation to learning
- v) Discuss philosophical issues like equality of educational opportunities
- vi) Explain the growth of education in Nigeria
- vii) Discuss types of education in Nigeria

- viii) Discuss the trends of education in Nigeria
- ix) Explain the role and functions of Educational Agencies that are involved with education
- x) Explain the factors that influence education
- xi) Discuss education and the society land
- xii) Discuss education, social mobility and social stratification

### **Working through this Course**

To complete this course, you are required to read the study unit, read set books and other materials provided by the National Open University. Each unit contains self-assessment exercises and at a point in the course, you are required to submit assignments for assessment purpose. At the end of the course, there is a final examination. The course should take you about (16) sixteen weeks to complete. Below you will find listed all the components of the course, what you have to do, and how you should allocate your time to each unit in order that you may complete the course successfully and on time.

### **Course Materials**

Major Components of the course are:

- 1) Course Guide
- 2) Study Units
- 3) References

### **Study Units**

The study units in this course are as follows:

#### **Module 1**

*Unit 1: Philosophy of Education: Meaning and Relevance*

*Unit 2: Equality of Educational Opportunity*

*Unit 3: Psychology of Education*

*Unit 4: Introduction of Learning Theories*

*Unit 5: Readiness to Learning*

*Unit 6: Motivation and its relation to Learning*

*Unit 7: Transfer of Learning*

#### **Module2**

*Unit 1: Concept and Nature of Education*

*Unit 2: Types of Education*

*Unit 3: The Growth of Education in Nigeria*

*Unit 4: Educational Trends in Nigeria*

*Unit 5: Innovations in Education*

*Unit 6: The Status of Teachers in Nigeria*

*Unit 7: Education and the Society*

*Unit 8: Social Class and Educational Opportunity*

*Unit 9: Factors that Influence Education*

The first five units discuss psychological issues in education. The meaning of psychology in general and educational psychology in particular, learning theories, transfer of learning and motivation. These are teaching and learning concepts that are necessary in the preparation of teachers. Units 5, 6 and 7 deal with philosophy issues as it relates directly to education. Units 8-16 discuss the sociological perspective of the course. These include types of education, growth, innovations in education, role of educational agencies, social class and social mobility as well as those factors that influence education in the society.

### **Assignment File**

There are nine (9) assignments in this course and they cover:-

- i) The Concept and Nature of Psychology
- ii) Learning Theories
- iii) Readiness to Learning
- iv) Motivation in Learning
- v) Meaning and Relevance of Philosophy
- vi) Equality of Education Opportunities
- vii) Types of Education
- viii) Innovations in Education
- ix) Factors that influence Education .

### **Presentation Schedule**

The presentation schedule included in your course materials gives the important dates for this year for the completion of tutor-marked assignments and attending tutorials. Remember you are required to submit all your assignments by the due date. You should guide against falling behind in your work.

### **Assessment**

There are three aspects of the assessments. First are self-assessment exercises, second is the tutor-marked assignments and third is a written examination.

You are advised to be sincere in attending to the exercises. You are expected to apply information, knowledge and skills that. You have acquired during the course. The assignments must be submitted to your

tutor for formal assessment in accordance with the deadline stated in your schedule of presentation.

The work you submit to your tutor for assessment will count for 50% of your total course mark. At the end of the course, you will need to sit for a final examination, which will also count for 50% of your total marks.

### **Tutor Marked Assignment (TMAs)**

There are five tutor-marked assignments in this course. Each assignment counts for 10% towards your total course mark.

Assignment questions for this course are contained in the assignment file. You will be able to complete your assignments from the information and materials contained in your reference books, reading and study unit. However, you are advised to read and research widely using other references which will give you a broader viewpoint and may provide a deeper understanding of the subject.

When you have completed each assignment, send it together with a TMA (tutor-marked assignment) form to your tutor. Make sure that each assignment reaches your tutor on or before the deadline given on the presentation schedule and assignment file. If for any reasons, you cannot complete your work on time, contact your tutor before the assignment is due to discuss the possibility of an extension. Extensions will not be granted after the due date unless in exceptional circumstances.

The final examination for this course will be of three hours duration and have a value of 50% of the total course grade. The examination will consist of questions which reflect the type of self-testing, practice exercise and tutor marked problems you have previously encountered. All the areas of the course will be assessed.

Use the time between finishing the last unit and sitting the examination to revise the entire course. You might find it useful to review your self-assessment exercises, tutor-marked assignments and comments on them before the examination. The final examination covers all parts of the course.

### **Course Marking Scheme**

The following table lays out how the actual course marking is broken down.

Assessment	Marks
Assignments 1 -5	Five assignments, 10% each = 50% of the course marks 50% of the overall course marks
Total	100% of Course Marks

Table 1: *Course Marking Scheme*

This table brings together the units, the number of weeks you should take to complete them, and the assignments that follow.

Unit	Table of Work Course Guide	Weeks Activity	Assessment End of Unit
1.	Nature		
	The Concept and Nature of Psychology	3	Assignment 3
4.	Motivation	1	1
5.	Meaning and Relevance of Philosophy	1	1
6.	Equality of Educational Opportunities	2	2
8.	Types of Education	1	1
	Innovations in Education	1	1
	Factors that influence Education	1	1
	<i>Revision</i>		
	<b>TOTAL</b>	<b>10</b>	<b>10</b>

Table 2: *Course Organiser*

### How to get the most from this course

In distance learning, the study units replace the course lecturer. This is one of the great advantages of distance learning. You can read and work through specially designed study materials at your own pace at a time and place that suit you best. Think of it as reading the lecture instead of listening to a lecturer. Just as a lecturer might give you an in-class exercise, your study units provide exercises for you to do at appropriate points.

Each of the study unit follows a common format. The first item is introduction of the subject matter of the unit. Next is a set of learning objectives. These objectives let you know what you should be able to do by the time you have completed the unit. You should use these objectives to guide your study. When you finish studying the unit you must go back and check to see if you have achieved the objectives. If you make a habit of doing this, you will significantly increase your chances of passing the course.

The main body of the unit guides you through the unit content material. Self-assessment exercises are spread throughout the units and answers are given at the ends of units. Working through these assessment will



help you to achieve the objectives of the unit and prepare you for the assignments and the examinations. You should do each self-assessment as you come to it in the unit.

The following is a strategy for working through the course.

- i) Read this course guide thoroughly.
- ii) Organise a study schedule. Refer to the course overview for more details.
- iii) Note the time you spend on each unit and how the assignments relate to each unit. Important information like details of your tutorials, and the date of the first day of the semester is available from your study centres. You need to gather together all this in one place, such as your diary or a wall calendar.  
Once you have created your own work schedule, do everything you can to stick to it. The major reason that students fail is that they get behind in their course work. If you get into any difficulties with your schedule, please let your tutor know before it is too late to help.
- iv) Turn to each unit and read the objectives for the unit.
- v) Assemble the study materials. Information about what you need for a unit is in the "overview" at the beginning of each unit.
- vi) Work through the unit.
- vii) Do your assignments carefully. They have been designed to help you meet the objectives of the course and therefore will help you pass the examination. Submit all assignments not later than the due date.
- viii) Review the objectives for each unit to confirm that you have achieved them. If you feel unsure about any of the objectives, review the study material or consult your tutor.
- ix) When you are confident that you have achieved a unit's objectives, you can now start on the next unit. Proceed unit by unit through the course and try to pace your study so that you keep yourself on schedule.
- x) When you have submitted an assignment to your tutor for marking, do not wait for its return before starting on the next unit. Keep to your schedule when the assignment is returned and, pay particular attention to your tutor's comments both on the tutor-marked assignment form and also those written on the assignment. If you have any question or problem, consult your tutor as soon as possible.
- xi) After completing the last unit, review the course and prepare yourself for the final examination. Check that you have achieved the unit objectives (listed at the beginning of each unit) and the course objectives (listed in this Course Guide).

## Tutor and Tutorials

There are 20 hours of tutorials (ten 2-hour sessions) provided in support of this course. You will be notified of the dates, times and location of these tutorials, together with the name and phone number of your tutor, as soon as you are allocated a tutorial group.

Your tutor will mark and comment on your assignments, keep a close watch on your progress and on any difficulties you might encounter and provide assistance to you during the course. You must mail your tutor-marked assignments to your tutor well before the due date (at least two working days are required). They will be marked by your tutor and returned to you as soon as possible.

Do not hesitate to contact your tutor by telephone, e-mail, or discussion board if you need help. The following might be circumstances in which you would find help necessary. Contact your tutor if:

- ☐ You do not understand any part of the study units or the assigned readings.
- ☐ You have difficulty with the self-tests or exercises.
- ☐ You have a question or problem with an assignment, with your tutor's comments on an assignment or with the grading of an assignment.

You should try your best to attend the tutorial. This is the only chance to have a face-to-face contact with your tutor and to ask questions which are answered instantly. You can raise any problem encountered in the course of your study. To gain the maximum benefit from course tutorials, prepare a question list before attending them. You will learn a lot from participating in discussions actively.

We wish you success with the course and hope that you will find it both interesting and useful. In the long term, we hope you enjoy your acquaintance with the Open University. We wish you every success in your future.