

9. DIPLOMA IN SCHOOL MEDIA PROGRAMME

a. Introduction

The University Senate in 1985 approved the establishment of Abadina Media Resource Centre as an autonomous research and public service centre for schools and children's libraries within the Faculty of Education. One of the major functions approved for the Centre is the training of qualified personnel for the positions of teacher-librarians, media specialists, reading teachers and other school media personnel in pre-primary, primary and post-primary institutions in Nigeria. The Centre since 1975 has been conducting workshops, seminar and short courses to train teacher-librarians, media specialists and other school media personnel for Nigerian primary and secondary schools' system.

Media programmes reflect application of educational technology, communication theory and library and information science, contributing at every level of education essential processes, functions and resources to accomplish the purposes of a school. School Media Programmes are designed to assist learners to grow in their ability to find, generate, evaluate and apply information that helps them to function effectively as individuals and to participate fully in society. Through the use of media, a pupil/student acquires and strengthens skills in reading, observing, listening and communicating ideas. In quality school media programmes, users are involved in designing and producing learning resources to achieve specific objectives as well as using the learning resources designed and produced for them by media staff, selecting and using appropriate means for retrieval of information in all media formats, employing a variety of media to find, evaluate, use and generate information, communicating in many modes and demonstrating adequate understanding of the structure and language of each mode, among others.

Studies conducted on availability and use of relevant learning resources in support of the school curricula have revealed that there is a dearth of relevant and suitable learning resources for implementing the curricula in Nigerian schools. There is also a shortage of personnel in the schools' system – teacher-librarians, media specialists and reading-teachers to develop virile media programmes for effective implementation of the curricula.

The Abadina Media Resource Centre, in collaboration with the Departments of: Library, Archival and Information Studies, Teacher Education and Guidance and Counselling is therefore collaborating to run a Part-Time Diploma in School Media Programme 'to produce the qualified personnel required in schools to develop relevant and adequate learning resources' collections that would support effectively the teaching of the curricula in schools and teach the appropriate usage skills to both pupils and teachers for promoting effective use of learning resources. The qualification would be valuable for employment to the post of teacher-librarians, reading-teachers and media specialists in Nigerian Schools. The beneficiaries of the programme would also be employed to run educational resource centres at the local, state and national levels as media officers and coordinators.

b. Rationale for the Programme

- i. In spite of the efforts of the Federal and State Governments to develop virile school libraries/educational resource centres for schools, very little has been achieved because the qualified personnel to organize effective school media programmes are non-existent in the schools. Such qualified personnel have to be trained to develop effective school media programmes in schools.
- ii. Effective school media programmes in support of schools curricula are needed to facilitate effective implementation of the 6-3-3-4 education system. Only qualified, dedicated and highly motivated teacher-librarians, reading-teachers and other media personnel could provide such school media programmes.

- iii. The World Bank-Assisted Primary Education Project for Nigeria has a learning resources provision and development component. Only the availability of qualified media personnel can ensure the provision and effective utilization of learning resources through a virile school media programme and in effect improve the quality of education in the primary schools. The short-term workshops for teachers' in-charge of school library resource centres can not meet the challenges of this dispensation.
- iv. In a situation where the government revenue is decreasing with corresponding decrease in budgetary allocations to schools, the part-time, in-service programme will save cost of training the teacher-librarians, reading-teachers and other media personnel as they will not necessarily withdraw from the classrooms for the period of training, thereby necessitating the employment of additional teachers to teach their classes.
- v. The programme would provide further opportunities for research and direct input into the provision of relevant and suitable learning resources in the schools.

c. Admission Requirements

Qualifications for admission will normally be one of the followings:

- i. Holders of SSCE or GCE (OL) with at least four credits including a pass in English Language.
- ii. Holders of Grade Two Teachers' Certificate with at least merit in four subjects including a pass in English.
- iii. Matured candidates who have at least a pass in 3 subjects including English in WASC, GCE O/L or Teachers' Certificate Grade II and have had 5 years of working experience in libraries, educational resource centres and other educational institutions.

d. Regulations

- 1. A programme of course shall be provided leading to the award of a Diploma in School Media Resources.
- 2. The course for the part-time Diploma in School Media Resources shall be for a period of three calendar years.
- 3. A programme of course shall be provided leading to the Diploma in School Media Resources which may be awarded with Distinction, Credit, Merit or Pass.
- 4. Instruction shall be by course work. Appropriate pre-requisites and concurrent requirements for courses shall be prescribed by the Senate on the recommendation of the Faculty Board of Education.
- 5. Attendance shall be compulsory during the contact period in all the courses for which a candidate has registered.
- 6. A student shall be required to take an approved combination of courses as prescribed by Senate on recommendation of Faculty Board of Education, from time to time.
- 7. Course shall be identified with the code SMD (i.e. School Media Diploma).
- 8. There shall be two levels of courses denoted 101-199 and 201- 299.
- 9. Courses shall be designated compulsory, required or elective.
- 10. Students are required to register for at least 40 course units in the three calendar years. No candidate may register for less than 14 units or more than 18 units in each year.
- 11. Practicum in school libraries and educational resource centres shall be assessed throughout the three years of the programme.
- 12. To be awarded the Diploma, all compulsory courses must be taken and passed.
- 13. All courses shall be examined during the period prescribed by the Department in which they are taken and candidates will be credited with the number of course units which they have passed.

14. A candidate who has obtained less than 20 course units by the end of the second year shall be required to withdraw from the course.
15. A candidate shall not normally be permitted to qualify for the award of a Diploma until he has completed a period of study of three calendar years.
16. A student may be allowed to re-register for and re-sit examinations at the next available opportunity.
17. To be considered for the award of the Diploma, a candidate must have been credited with a minimum of 40 units at 100 and 200 levels.
18. The list of successful candidates for the Diploma shall be published with the following classification:
 - i. Distinction: - To qualify, a student must have obtained a CGPA of 6.0 and above.
 - ii. Credit:- To qualify, a student must have obtained CGPA of 4.6-5.9.
 - iii. Merit:- To qualify, a student must have obtained CGPA of 2.6-4.5.
 - iv. Pass:- To qualify, a student must have obtained CGPA of 1.0-2.5 .

e. Duration and Breakdown of Courses

The programme is to run for three years on part-time basis. Courses are at 100 to 200 levels and would be broken down in three years duration of the Part-time programme as follows:

f. Distribution of Courses

Year One

| Course Code | Title | Unit | Status |
|--------------------|---|-------------|---------------|
| SMD 101 | School Media Programmes in Curricula Implementation. | 2 | C |
| SMD 102 | Learning Resources Collection Development | 2 | C |
| SMD 103 | Organization of Knowledge in School Library Media Centre. | 2 | C |
| SMD 104 | Routine Services in School Library Media Centre | 2 | C |
| SMD 105 | Use of English | 2 | R |
| SMD 106 | Sociological and Philosophical Foundation of Education. | 2 | R |
| SMD 108 | Pre-reading Experiences for Children | 2 | R |
| SMD 109 | Introduction to Computer in Education | 2 | R |
| SMD 112 | Introduction to History and Policy on Education | 2 | E |
| SMD 107 | Writing and Publishing for Children. | 2 | E |
| SMD 111 | Subject Information Sources in Social Sciences | 2 | E |
| | Total | 22 | |

Year Two

| Course Code | Title | Unit | Status |
|--------------------|---|-------------|---------------|
| SMD 201 | Administration of School Library Media Centre | 2 | C |

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| SMD 205 | Cataloguing and Classification of Media Resources | 2 | C |
| SMD 204 | Practicum in School Library Media Centre/Educational Resource Centre | 2 | C |
| SMD 213 | Instructional Design and Development | 2 | C |
| SMD 215 | Basic Reading and Study Skills | 2 | R |
| SMD 216 | Mediating Literature to Children | 2 | R |
| SMD 214 | Subject Information Sources in Basic Sciences and Technology | 2 | R |
| SMD 113 | Psychological Foundation of Education | 2 | R |
| SMD 212 | Corrective Reading Instruction | 2 | E |
| SMD 217 | Subject Information Sources in the Humanities | 2 | E |
| SMD 218 | Information needs of Educationist | 2 | E |
| | Total | 22 | |

Year Three

| Course Code | Title | Unit | Status |
|-------------|--|------|--------|
| SMD 203 | Media Services to Children and Teachers | 2 | C |
| SMD 202 | Media Use Skills | 2 | C |
| SMD 206 | Project: Instructional Media Package | 2 | C |
| SMD 208 | Use and Management of Audio Visual Equipment and Software | 2 | R |
| SMD 209 | Use of Computer in Education | 2 | R |
| SMD 207 | Accessing networks of Information Agencies and Databases for Schools | 2 | R |
| SMD 211 | Media Programmes for Community Development | 2 | E |
| SMD 219 | Information hardware resource management | 2 | E |
| | Total | 16 | |

Course Details

- SMD 101 School Media Programme in Curricula Implementation.**
Types of media programmes. Curricula development, innovation and implementation. The role of media in implementing the Curricula in primary and secondary schools in Nigeria. *2 Units; Compulsory.*
- SMD 102 Learning Resources Collection Development.**
Introduction to variety of school media – print and non-print. Criteria for resources selection, searching, acquisition, ordering and receiving procedures. Local production of resources. *2 Units; Compulsory.*
- SMD 103 Organization of knowledge in School Library Media Centre.**
Introduction to the bibliographic description, descriptive and subject cataloguing, catalogue card, use of catalogue and sear's list. Objectives of classification. Use of abridged and schools' editions of Dewey Decimal Classification Schemes. *2 Units; Compulsory.*
- SMD 104 Routine Services in School Library Media Centre**

Media Processing, circulation, collating statistics, shelf reading, inter-library loans, preparation of media-journals and newspapers and worn-out books for bindery. *2 Units; Compulsory.*

- SMD 105 Use of English**
Developing language skills – listening, speaking, reading and writing paragraphy, punctuation, thought flow, listening to lectures, making notes, summary writing, speaking. Critical and evaluative reading skills. *2 Units; Required.*
- SMD 106 Sociological and Philosophical Foundation of Education.**
Origin of social living and the nature of the society we live in. Education as a social institution. The roles of the school in influencing social life. Meaning and scope of philosophy of education. The importance of philosophy in the development of media resources in education.
2 Units; Required.
- SMD 107 Writing and Publishing for Children.**
Types and characteristics of children’s books. Sources of materials for writing children’s books. Nigerian children’s books. Publishing for Children. *2 Units; Elective.*
- SMD 108 Pre-reading Experiences for Children.**
Introduction to activities to promote reading readiness. Listening to stories, analyzing and interpreting pictures, enjoying poetry, perceiving and articulating speech sounds. *2 Units; Required.*
- SMD 109 Introduction to Computer in Education.**
The need for Computer system in schools. Computer programmes and package for primary education. Computer literacy and programming. *2 Units; Required.*
- SMD 111 Subject Information Sources in Social Sciences**
Reference sources, bibliographic aids, indexing and abstracting services, compilation of bibliography.
2 Units; Elective.
- SMD 112 Introduction to History and Policy on Education.**
History and policy on education from classical era of Plato and Aristotle to the present time. Roles of the home, the school, church, state and other religious organizations in development of educational policy and practice. The process of education at all levels. *2 Units; Required.*
- SMD 113 Psychological Foundation of Education.**
Introduction to psychology in general and psychology of learning in elementary and secondary levels of education. *2 Units; Required.*
- SMD 201 Administration of School Library Media Centre.**
Standard requirements including, personnel, accommodation, equipment, furniture and management techniques of school library media centres. Preservation of the School Library resources. *2 Units; Compulsory.*
- SMD 202 Media Use Skills**
User’s guidance and instructions. Introduction to the use of reference sources. Handling users’ information requests. teaching basic media use skills. Circulation services and current awareness services. *2 Units; Compulsory.*
- SMD 203 Media Services to Children and Teachers.**
Introducing children to library collection. Assisting pupils in selection of materials to complete project work. Reading to children, planning classroom assignment and project with teachers. Assessing children’s reading capabilities and selection of suitable materials.
2 Units; Compulsory

- SMD 204** **Practicum in School Library Media Centre.**
Attachment of students to educational resource centres for practical exercises.
Submission of report of practice.
2 Units; Compulsory.
- SMD 205** **Cataloguing and Classification of Media Resources**
Practical use of cataloguing tools – AACR, ISBD(M)
Sear’s list. The use of classification schemes. *2 Units; Compulsory.*
- SMD 206** **Project: Instructional Media Package**
Development and production of instructional packages to support curriculum. *2 Units; Compulsory.*
- SMD 207** **Accessing Networks of Information Agencies and Databases for schools.**
Functions of Information centres, libraries, museums, archives, records centres.
Types of Libraries.
- SMD 208** **Use and Management of Audio-Visual Equipment and Software**
Operation of projectors, radio sets, cassette and tape recorders, video tapes, cameras and copiers. Selection, organization and storage of Audio-Visual hardware and software. *2 Units; Required.*
- SMD 209** **Use of Computer in Education**
Computer Assisted instruction. Computer ‘dialogue’. Introduction to information storage and retrieval system. *2 Units; Required.*
- SMD 211** **Media programme for Community Development**
Introduction to literacy; the media resource centre’s role in community development – occupations and use of leisure. *2 Units; Elective.*
- SMD 212** **Corrective Reading Instruction**
General principles of corrective reading instruction. Nature and causes of reading disability. Strategies and materials for correcting reading disabilities. *2 Units; Elective.*
- SMD 213** **Instructional Design and Development**
Design of instructional packages. Evaluation of learning outcomes. Selection of suitable media to meet instructional goals. *2 Units; Compulsory.*
- SMD 214** **Subject Information Sources in Basic Sciences and Technology**
General reference works, bibliographic aids, indexing and abstracting services, compilation of bibliography. *2 Units; Required.*
- SMD 215** **Basic Reading and Study Skills**
Types of reading and study skills. Programmes for developing specific reading and study skills. Suitable materials for children’s reading. *2 Units; Required.*
- SMD 216** **Mediating Literature to Children**
Principles and methods of developing children’s understanding and appreciation of literature, drama, prose, poetry and rhymes; prescribed texts will be used for detailed study. One novel or other prose work, a selection of poems and play. *2 Units; Required.*
- SMD 217** **Subject Information Sources in the Humanities**
Reference works, bibliographic aids, indexing and abstracting services, compilation of bibliography. *2 Units; Elective.*
- SMD 218** **Information needs of Educationist**
Nature of information. Study of information needs of Educators, utilization of information in modes of learning, updating educational information. *2 Units, Elective.*
- SMD 219** **Information hardware resource management**

Internet, browsing techniques, on line communication. *2 Units; Elective*