EDU 1010 – EDUCATION AND DEVELOPMENT

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EDU 1010 COURSE COORDINATOR

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INTRODUCTION TO THE COURSE

- WHAT THE COURSE IS ALL ABOUT
- COURSE RELEVANCE (WHY STUDY THIS COURSE)
- CONTINUOUS ASSESSMENT
- LECTURE HOURS
- QUESTIONS AND POINTS OF CLARIFICATION
- WHATSAPP GROUP

Cont…
❑Aim and Objectives of the Course

- **Course Aim**

- To examine the various historical factors that have contributed to the evolution of the contemporary education system in Zambia.

- The course further examines areas where education has had an impact on development and how development issues have had an impact on education.

Cont…

▪ **Course Objectives:**

1. Display knowledge, attitudes, values and understanding of formal education as provided in Zambia today

2. Demonstrate knowledge of the education system's achievements and problems

3. Analyse development and education from a variety of perspectives

4. Identify the major developmental concerns and the way in which education does or does not promote them and,

5. Critically appraise literature in the area of education and development

CONT…

❏ CONTINUOUS ASSESSMENT AND FINAL EXAM
   ❏ A CONTINUOUS ASSESSMENT [CA]

TASK	MARKS
ASSIGNMENT ONE (1)	10 MARKS
ASSIGNMENT TWO (2)	10 MARKS
TEST ONE (1)	10 MARKS
TEST TWO (2)	10 MARKS
TUTORIAL	10MARKS
❏ B FINAL EXAM	
TOTAL CA	**50 MARKS**

THREE (3) HRS THEORY EXAMINATION PAPER	**50 MARKS**

EDU 1010 LECTURE HOURS

▪**STREAM A**

Monday 08:00 hrs, Tuesday 13:00 hrs and Friday 15:00 hrs

Stream Coordinator: Dr P. T. Chirwa

Co-lecturers:

➢Dr M.M. Mkandawire

➢Mr Siankanga

➢Mr Kakupa

EDU 1010 LECTURE HOURS

• STREAM B

Monday 14:00hrs, Tuesday 09:00 hrs and Wednesday 12:00 hrs

Stream Coordinator: Dr H. Daka

Co-lecturers:

➢Dr K. Mwelwa

➢Dr. L.M.M. Hagane

Academic Essays in EAPS DEPT

FORMAT: Cover page; 4 paged continuous text and a reference

Text format

- ☐ Introduction
- ☐ Main body and
- ☐ Conclusion

Introduction

- **Hook –** Catchy sentence

- **Background information** e.g a statistical fact, define a word readers might not know or state positive or negative opinions about the topic.

- **Thesis statement: M**ain idea and sub points, steps or ideas. The statement briefly answers the question.

Body paragraphs

❑Topic sentence that explains one idea from the thesis statement.

❑Discuss or analyse the idea.

❑Conclude by giving a sentence that reminds us about the topic sentence and connects it to the discussion.

CONCLUSION

❑Repeat the main idea and sub-topics discussed.

❑State your conclusions or recommendations - State your position regarding the topic

Note:

➢ **Do not use the same sentence construction when repeating ideas**

➢**Use transition words to link your ideas**

➢**Reference your work**

1. To avoid plagiarism

2. To direct the reader to documentary sources that give fuller information or details on the matter in question.

➢ Plagiarism is theft of another person's intellectual property

➢ It is a serious academic offence

➢ It occurs when a person uses the ideas, data, diagrams or writings of person B without acknowledging that they have come from B.

Three types of text citations

1. Paraphrase/indirect: Material from a source which has been summarised in your own words. No page number is required.

2. Direct: Material cited exactly as written in the source text. Page number required.

☐**Short Quote (less than 40 words or equal to 3 lines):** This is information included in a paper, which is taken directly from the source. Enclosed within quotation marks and page number is required.

☐**Long Quote (more than 40 words or more than 3 lines):** must be block formatted. Quotation marks are not used. Indent five spaces.

The author-date in-text method of citation

➢ In this system, you give the author and year of publication in the body of the text, with the full reference being given in a list of references at the end of your essay or paper.

Examples:

a) … was formally acknowledged in Educational Reforms (MOE, 1997).

b) Banda (2000) has thoroughly discussed….

c) In 2019, it was reported that ………..(Chileshe, 2011).

d) "Men are a luxury not a necessity," (Habeenzu, 2016: 8).

In- text citations continued

e) Luo and Inonge (2020)..........

f) Chuulu, Simataa & Phiri (2018)...........

g) Chuulu et al (2023) ....

h) ....(Chabushiku, 2020; Kalufyanya, 2008; Kanene, 2024).

i) Ministry of Education (2019)........

j) World Bank (2017a)...............

k) World Bank (2017b)..................

l) **NEVER USE TITLES, INITIALS**

REFERENCES

➢This is the list of all items referred to in your text.

➢List only those items you have referred to.

➢The correct title of this list is "Reference" not a "Bibliography".

➢Strictly follow the chosen version of the APA style

➢Spell author's name correctly

➢Give author's initials in the correct order

➢Make no spelling or numerical mistakes in the titles of documents, journal details, page numbers, or publication details

➢Arrange in alphabetical order.

Sources or references

APA Formula:

Authors surname, initials. Year of publication. Title. Place of Publication: Publishing company or publisher

➢ Book

➢ Journal article

➢ Chapter from a book

➢ Conference papers

➢ University dissertation or thesis

➢ Documents from government ministries, donor agencies, NGOs and other corporate bodies.

Examples

- **Book**

Banda, P.H. (2013). **Giving Back (3ʳᵈ ed).** Lusaka: Nzeru Publishers.

- **Journal**

Banda, P.H. (2013). Fire and Water Battles. *Journal of Religion*, 2(23), 23-53.

- **Internet (published web document)**

Banda, P.H. (n.d). Giving Back. Retrieved from *http://www.bandaback.com*

Conference paper

- Lucas, B. (2014). *Vocational pedagogy. What it is, why it matters, and what we can do about it.* Paper at UNESCO-UNEVOC Conference. Bonn, Germany: UNESCO-UNEVOC

- **Book by two authors**

Mutinta, V.E. and Ivwananji, C. (2022).*Educational Leadership and Technology.* Choma: Ilibebede Publishers.

- **Chapter in an edited book**

Hande, E. (2020). Husbands for Hire. In: Z. Monde, and J. Sakala (Eds.), *Marital Affairs in Zambia* (pp. 57–90). Lusaka: Family Matters Press.

- **Thesis**

Soko, M. N. (2018). *Career Aspirations of Kabwe Primary School Pupils*. PhD Thesis. Lusaka: University of Zambia.

Meaning and Scope of Education

MEANING AND SCOPE OF EDUCATION

- What is **education**?

- Is **education** the same as **schooling**?

- Is there any difference between **education** and **indoctrination**?

- What are the **aims** of education in Zambia?

- What are the **three** forms of education and why do we have them?

Education is a

- Process by which any knowledge can be obtained
- Life-long process of learning to be a self-reliant person in society
- Act or experience that has a formative effect on the mind, character or physical ability of an individual.
- Process by which society transmits its accumulated knowledge, skills and values from one generation to another.
- **An "organised** and **sustained communication process** designed to bring about **learning**" (UNESCO)

SCOPE OF EDUCATION

▪ **From the UNESCO** definition, we can deduce the following to be the scope of education:

1. **Communication**: relationship between two or more people, among whom the exchange of information should take place.

2. **Organized**: planned with a clear aim or curriculum and dealing with organized agencies

3. **Sustained:** the learning experience has the element of duration and continuity.

- Note the huge difference between **'education'** and '**indoctrination**' and **'education'** and '**schooling**'.

- **Indoctrination**: trained to accept particular set of beliefs and not any other

- **Schooling**: Attending school education to acquire basic skills in numeracy and reading for a given period of time.

- **Education:** Comes from Latin words educare (to nourish, bring up) and educere (bring forth).

PHILOSOPHERS DEFINITIONS

A. **Socrates:** Education means the bringing out of the ideas of universal validity which are latent in the mind of every man.

B. **Plato:** Education is the capacity to feel pleasure and pain at the right moment.

C. **Aristotle:** Education is the creation of a sound mind in a sound body.

D. **Rousseau:** Education is all that a man goes through from birth to death.

Nature of Education

a) Education is a life-long process

❑ It is a continuous and lifelong process.

❑ It starts from birth to death

❑ It includes the effect of everything which influences human personality.

b)Education is a dynamic process

❑Education is not static.

❑It develops the learner according to changing situations and times.

❑It always induces the individual towards progress.

❑It reconstructs the society according to the changing needs of the time and place of the society.

c) Education is an act of equilibrium

- Ability to adjust in different aspects of life to suit the personality.

- It modifies behaviour.

- Ability to adjust among different personalities.

Aims of Education

- Develop an individual holistically - physically, intellectually, emotionally and ethically.

- Develop capacities in humans to do new things

- Form critical minds

- Education puts a person in the process of becoming something of worth, both to themselves as individuals and to society.

- Can be categorised into individual and social.

- However the two aims oppose each other.

INDIVIDUAL AIMS

Claim

❑ Education should develop the inborn potentialities of an individual through maximum freedom.

❑ Individuals should be the centre of all educational efforts and activities so as to develop the unique potential in them .

Criticism

❑ Makes individuals selfish.

❑ Affects the recognition of society

❑ Maximum freedom may go against the society.

❑ Unless society develops, individuals cannot develop

SOCIAL AIM

Claim

❑ The progress of the society is the aim of education and individuals are just means of the progress.

❑ If society will develop, individuals will develop automatically.

❑ Education is for the society and of the society.

Criticism

❑ It makes individual only a tool of government.

❑ Society ignores the legitimate needs, desires and interests of the individual.

❑ It is against the development of individuality of the individual.

Important takeaways

a. *The simple possession of answers does not change a person, but the process of arriving at the answer –problem solving.*

b. *You do not educate a person by telling him/her what he/she knows not, but making him/her what he/she was not (Ruskin)*

Three Forms of Education

1. **Formal Education**

➢ Learning is institutional-based, e.g. schools, colleges

➢Hierarchically structured & chronologically graded system

➢Structured syllabuses, methods, timetables

➢Trained, supervised & paid teachers

➢Use of assessments to measure outcomes

➢Credential based

➢Purpose is long term & general

2. Non-Formal Education

- Less structured & Flexible (methods, content, timetables, meeting place)
- Open membership
- Organized outside the established formal system.
- Learning may/may not be evaluated
- Aims at specific learning needs of a particular groups
- Short duration
- Individualized content

Three Forms of Education cont...

3. **Informal Education**

➢Life-long learning through daily experiences

➢Not planned and takes place anywhere at anytime

➢Learning through interaction - family, church, peers, teachers, mass media, etc.

➢Not professionally organized but rather originates accidentally and sporadically.

➢No awards of certificates

➢It does not follow a specified curriculum.

➢It is often spontaneous (natural) and creative.

Distinction between non-formal and formal education

	DISTINCTION	NON FORMAL EDUCATION	FORMAL EDUCATION
1	PURPOSE	Specific or recurrent for what is there and then, non credential based	Preparatory for future, credential based
2	TIMING	Short period	Long term
3	CONTENT	Individualised according to provider perspective, centred on practical activities	Standardized and uniform, centred on academics
4	ENTRY REQUIREMENTS	Clientele determines requirements	Pre-set by providers
5	DELIVERY SYSTEM	Environmental or community based, flexible structures, learner centred	Institutional based, rigid structures, teacher centred
6	RESOURCES	Resource saving	Resource intensive
7	CONTROL	Self governing, highly democratic	External arrangements, follows a hierarchical structure