

ESTHER NWAKWOKE CHIOMA

PROGRAMME:- PHD OF EDUCATION

**COURSE TITLE:
AFRICAN EDUCATIONAL THEORIES AND PRACTICES**

**ASSIGNMENT TITLE:
WRITE AN ESSAY OF 5 TO 10 PAGES (Double Spaces)
ABOUT AFRICAN EDUCATIONAL THEORIES AND
PRACTICES.**

(AIU)

MAY 2022

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1. Introduction:-

The Generative Curriculum model is an approach that can add value and renew Africa's knowledge as great capacity for global market

The education that was being dispensed in Africa was not and still not designed to enhance Africanity, instead it dispossesses Africans of their social capital and educational heritage, we must reverse such a situation of disempowerment.

The handbook. Designed to provoke debate into how Africa functioned prior to the overrun of its educational ideas and practices.

All authors are sensitive to the fact that worldwide multi national groups are seeking ways to ensure the survival and revival of their cultures, while at the same time, ensuring members have access to and from the global opportunities.

2. Generative Pedagogy in the context of all cultures.

The generative curriculum model which is offered in this handbook has been developed on the basis that teachers need to recognize and accept responsibility for the potentially accumulative effects of Euro- Western curricular ideas upon the development and delivery of educational programmes. Teachers should explore new ways of being responsive.

There is a big shift from product oriented to process – focused facilitator, equip to conduct classroom and other types of educational research as well as incite learners curiosity and zeal to discovery learning. This will enable the teacher to

renew and generate pedagogical strategies and technologies even with the learners.

The students will take the ownership of their learning by discovering their unique potentials.

- 3. Issue with African Education.** There are 3 types of education, formal educations, informal education, Non Formal education. African education involve the effects of the colonial education system on African people and their countries political and social economic development.

The African education experience was strictly set up to prepare the young for society in the African community and not necessity for life outside the ethnic community. Boys and Girls were taught separately to help prepare each sex for their adult roles. Every member of the community had a hand in contributing to the educational upbringing of the child. The highest point of the African educational experience was the ritual passage ceremony from childhood to Adulthood. This type of development was based on sound philosophy and principles. The major disadvantage there is no writing and keeping of records. Storytelling proverbs and myths spiced the traditional method of learning.

Globalization at a stage came into play. And to support the partnership, nature of globalization the advanced countries helped to open up markets for their products and services in which the developing world has a comparative advantage.

Most African leaders have minimum global view for their citizens so the citizens feel inferior, and feel local people in a global world. Donors assist poor

and developing countries not because they want to engender growth in those education and economic sections but no, they are only there for their selfish interests.

4. **Cognitive and learning Psychology and theoretical framework:-** this draw special attention to the needs to study learning and teaching – processes as they occur in different cultural settings. One does not need to be a specialist to carry out “research” or findings. Teachers should be given some trainings in how to interview parents and others in order to document the “development steps in which their students have been growing up. This includes the physical and social settings and values. The training should include observation methods exploration of the child’s skills and knowledge that they bring to school from daily life. This because child development occurs in a very complex economic and cultural system this can be in social groups or in individuals, but one has to understand, accept and implement the method.

In bloom’s pyramid of learning , it is identified that the lowest level of learning is(recall), and the biggest is (evaluation). Teachers try to use this pyramid.

Diversity in classrooms remind us that there are different types of learners and each learner or group of learner learn in different ways’ Education should not be mechanical but set students on a creative and action-oriented pursuit.

The two types of learning theories is taken from behaviourism and cognitivism.

For behaviourism, it is based on the teachings of pavlov, Thorndike, Skinner, Bandura etc) This teaching depends mainly on objective observable learning.

When behaviour is reinforced, it increases recurring.

It also encourages connections and create opportunities for associations.

- Pavlov – is stimulus Response theory, so teachers must present instructions with specific activity or problem.

BF, Skinner (operant condition) use of reinforcement to encourage behaviours.

that use of consequences to modify the occurrences and form behaviour.

Reinforcement is very important in learning and influences the actual acquisition process.

Albert Bandura – is for reciprocal determinism and observational learning in various learning methods i,e attention, retention, motor reproduction and motivation – i.e – reciprocal determinism..

determinism – teacher makes learners responsible for their learning.

Cognitive theory –is for sorting, encoding.

Constructivism –is for psychological and for constructing and social

constructivism (jeen piaget) – that is the learner learn through manipulate of materials. For constructivism - John Dewey, Jerome Brunerl emphasis on the meaning fullness of the material students use, constructivism is different from behaviouralism povlove and skinner. Piagets cognitive or psychological construction focus on development – based on adaptation, to construct new knowledge.

Bruner – is for discovery method. This is for physical actions, and experiences of students for directed learning.

The classroom is the basic unit in the school setting, where different processes take place leading to learning and development. Classrooms vary in composition and dynamics. The nature and tone of the classroom climate is determined by whether the classroom is teacher dominated or child centred. Teaching strategies of the 21st century should go beyond knowledge and transmission to facilitating the learning of technology based skills that is required, for global community. Experiential learning requires no teacher and relates solely to the meaning – making process of the individual's direct action. One makes discoveries and experiments with knowledge firsthand instead of reading about other's experiences.

Experiential learning focuses on the learning process. That is Self actualization theory of Maslow.

5. **Implication of African Education for schools and teachers:-** African education is holistic because it is centred on the development of the total person. It focuses on the training of all the faculties of the child, physical, cognitive, social, emotional, psychological, moral, spiritual and talent capacities within the child's cultural context, but with an outlook on to a common global village.

African Education can be integrated into teacher education by developing curricula on courses such as child development in African contexts, comparative Developmental psychology. This is a (world view perspective), and for the teacher to be effective in teaching, he has to master the learning material

present in a way familiar to the student. This is where the need arises for the inclusion of African education into the teacher education curricula in Africa. Then the teacher will be able to know to understand the child's behaviour in context.

Teachings in proverbs, folklores riddles, stories traditions teach elementary principles of natural and supernatural laws. To sharpen the creative sense of visualization and imagination of the young ones. To direct the mind of the young to think independently on a given topic, arrive at judicious conclusion on perplexing or confronting matters.

6. Conclusion Education is a development factor, and sustainable development has to be anchored on solid youth training. To promote Education for all implies, on the one hand fighting poverty, school failure, school drop out, and a rise in enrolment. On the other hand, it entails fighting differential success and students selection which are current practices in our educational millennium, in short, all the elements that bring about the inefficiency of the educational system with negative consequences on the economic development of the countries.

A school programme that should enable youths to access quality education is a major step in the fight against poverty, and this starts notably with strong sport of the education for All objectives.

Books	Title	Author	Date	Edited & publish by
Book	Handbook of African Educational theories and practices	A. BAME Nsamenang and Theresa M.S	2010	spectrum publisher
Book	Teacher Education and the challenges of diversity in S.A	Albert	2006	NSRC Press
Book	African Educational challenges and policy response	Eneas Gakasi et al	2010	African spectrum Publisher