

UNIVERSITÄT
BAYREUTH

**UNILAG African Cluster Centre
(Africa Multiple)**

Centre of Excellence in African Studies

Presents

A Four-Day Multidisciplinary Workshop

Theme

Beyond Pedagogy:

*Purposeful and Sustainable
Learning in Africa*

Keynote Lecture

Prof. J.C. Agbakoba

Professor of Philosophy
University of Nigeria, Nsukka

Lead Presentation

Prof. Rose Ruto-Korir

Moi University, Eldoret Kenya

Date

**24 - 27 August , 2020
10:00 am Daily**

Venue

**Institute of African and
Diaspora Studies (IADS)
JP Clark Building, UNILAG**

Programme



Day 1 – 24/08/2020 (10:00 am - 1:00pm)

Opening

Welcome Address - Prof Muyiwa Falaiye Director, ACC UNILAG
Opening Remarks- Prof. Olufunke Adeboye Dean, Faculty of Arts

Keynote Lecture – Prof. J.C. Agbakoba
Professor of Philosophy,
University of Nigeria, Nsukka (Virtual Presentation)

Lead Presentation - Prof. Rose Ruto-Korir
Moi University, Eldoret Kenya (Virtual Presentation)

Technical Personnel – Dr. Dada Shonibare

Nigeria Educational Research and Development Council
(NERDEC)

Day 2 – 25/08/2020 (10:00 am - 1:00pm)

1st Session - Business: Learning Structure and Methodologies

Facilitators - **Dr. Bola Dixon-Ogbechi**

Dept. of Business Administration,
University of Lagos

Chief Mmadubuachi Osele (Business Practitioner)

Day 3 – 26/08/2020 (10:00 am - 1:00pm)

2nd Session- Health: Learning Structure and Methodologies

Facilitators- **Prof. Abraham Osinubi** (Professor of Anatomy)

College of Medicine, UNILAG

Onisegun YSO Akande (Herbal Medical Practitioner)

Day 4 – 27/08/2020 (10:00 am - 1:00pm)

3rd Session- Theatre Arts: Learning Structure and Methodologies

Facilitators- **Dr. Adebisi Ademakinwa**

Department of Creative Arts, UNILAG

Mr. Funsho Adeolu (Theatre Practitioner)

Closing

Keynote Speaker



Bio

Joseph C. A. Agbakoba is a Professor of Philosophy at the University of Nigeria. He has been a Volkswagen Foundation grantee and fellow, a Georg Forster Fellow of the Alexander von Humboldt foundation, a Bayreuth Academy Fellow, an alumnus of Budapest's Central European University, SUN program, a visiting scholar at Cape Coast and Frankfurt, in addition to other travel grants held at Leiden, Cape Coast/Elmina, etc. He is a former president of the Nigerian Philosophical Association and the current president of the African Society for Intercultural Philosophical Studies among other international responsibilities. His most recent publication is the book, *Development and Modernity in Africa: An Intercultural Philosophical Perspective* which was published in 2019 by Rüdiger Köppe Verlag, Köln, Germany.



Joseph C. A. Agbakoba
Professor of Philosophy
University of Nigeria, Nsukka.

Abstract

Modern education in Nigeria began with Christian missionary education and British colonization. The system they brought was formal, regimented, often non-vocational and for the African context rather inadequate for the wholistic formation of character. Some sixty years after independence, this system remains the dominant system of education even though the quality of its products have depreciated significantly. So, currently, Nigeria, nay Africa, is facing a decline in the quality of education in terms of both the intellect and character formation. I shall review the pre-colonial educational system, compare its strength and weaknesses with those of the modern system currently in place, examine the ways by which traditional and modern systems have tried to converge and discuss ways by which elements of the traditional system of education can be integrated into the modern system in order to achieve a more wholistic educational system with high practical significance both in terms of the generation, conservation and communication of knowledge and in terms of character formation. I shall also deal with such issues as the place of the African in matters of epistemic (in)justice, indigenous knowledge conservation and utilization processes, veridic standards and normativity, especially in respect of final epistemic authority.

Lead Presenter

Bio

Prof. Rose Ruto-Korir Moi University, Eldoret Kenya

Rose Ruto-Korir (Ph.D., M.Phil., B.Ed.), holds a Ph.D (2010), from the University of Pretoria- Republic of South Africa. She is currently the Director of the Institute of Open and Distance Learning, as well as an Associate Professor of Educational Psychology of Moi University, School of Education. She was Post-graduate Coordinator in the School of Education for five years, and Associate Dean of the School of Education. She has reviewed papers for the South African Journal of Education and the Journal of Research in Childhood Education. Her areas of interest include technology enhanced learning, qualitative researching, developmental psychology and critical psychology.



Abstract

The theme of this conference is confronting an epistemological premise that learning in Africa ought to be purposeful and sustainable. This might not only provoke the reality of an Africa that is drifting away from itself, but certainly, the conference begins a conversation that ought to contextualize academic discourse, to reify relevance for Africa, which engenders sustainability. Within this discourse is a Psychology of learning in Africa, as the focus of this paper, which seeks to contextualize the psychology of learning to Africa, contextualized to the ontology and epistemology of an African Psychology. A canvas of an African psychology is presented with sketches from emic perspectives, while raising the dilemma which positions the subject as transient, especially as considered in the context of a globalized world. More critically, this paper seeks to understand the relevance of such a psychology for sustainable learning. Proposals are presented on how this can be negotiated for a successful African psychology. Finally, this paper furthers the conversation by raising critical questions for further debates, within the blurred boundaries of multiple identities characteristic of the African continent.

Facilitator

First Session:

Business: Learning Structure and Methodologies

Bio

Dr. Bola Dixon-Ogbechi

Dr. Dixon-Ogbechi is an Associate Professor in the Department of Business Administration, UNILAG, Nigeria, and was also a visiting scholar to Salem State University, Salem, MA, USA. She holds a B.Sc. in Business Administration, M.Sc. with distinction and Ph.D. in Marketing from UNILAG. In over two decades, she can proudly claim supervising three doctoral thesis and over three hundred masters' candidates, including her continued active participation in civil and community activities locally and internationally. She is an active member of many professional bodies including American Marketing Association (member and Alpha Mu Alpha - $\alpha\mu\alpha$), National Institute of Marketing of Nigeria (member and Registered Marketer) and Fellow at the Institute for Operations Research and Management Science - IORMS, Nigeria.



Abstract

Lecturers have the responsibility of not only transferring knowledge but also ensuring that learning actually takes place effectively. To achieve this, appropriate learning structure and methodologies need to be adopted. This paper did an overview of learning structures and methods; then adopted the case study approach to discuss the learning structure and methodologies adopted in business given that business permeates all our activities. It was discovered that there are different types of learning structures among which are Signal learning, Stimulus-response learning, Chain learning, Verbal association learning, Discrimination learning, Concept learning, Rule learning, and Problem solving learning (Parimal, 2013). Also, that learning could be passive or active. There is a need to find more effective ways of teaching business education which effectively integrates theoretical and practical knowledge. Therefore, it is recommended that an integrated approach that blends the lecture, the case based as well as the experiential methods to learning is adopted. This will ensure that students are given the chance to put into practice theoretical and case-based knowledge thereby enabling them have a hands-on knowledge on the running of the business, compete globally and prepare them properly to fulfil their roles in the society and national development.

Facilitator

First Session:

Business: Learning Structure and Methodologies

Bio

Chief Mmadubuachi Osele (OWELLEDIGBO)



Chief Mmadubuachi Osele is a Nigerian businessman born on the 22nd February, 1961. After the Nigerian civil war (Nigeria/Biafra war) of 1967, he was sent off to live with his aunt in the present day Abakiliki in Ebonyi state where he was fortunate to have been granted the opportunity of having an education. He started his primary education at Umueze Oka primary school, Abakiliki, Ebonyi state. However, he was unable to complete his education at the time due to the instability across the Eastern region. Later, opportunity came for completion of his education. After several other failed at-

tempts at service, and disappointments from his masters, he was able to finally work for five years for a man, after which period he was granted freedom and settled with the sum of 5000 Naira to use in establishing a business for himself. In 1987, he began trading in general merchandise which ranged from enamel wares to Swiss and cotton materials and was able to register a company (ANAMAS NIG LTD) which was jointly owned by himself and junior brother. Later, he became independent in business practice.

Abstract

In understanding business structure and the methodologies put in running a business, the daily monitoring of the business outlook and strategies put in place in ensuring growth, expansion and continuity, and the sustainability of the business, it is first and foremost important to note that in considering to start up a business, serious thought is first given to the type of business that is to be set up. This foremost analysis then determines the right structure for the business. In choosing a business structure, factors such as capital and income generation, flexibility, control, tax amongst others are some of the issues considered before choosing the right structure. Pertinent to this lecture, we would be discussing the structure of the Igbo's system of trade and examining a few thriving businesses owned by notable businessmen from the eastern region of the country and exploring how these businesses developed over the years, challenges faced and how they have been able to thrive and benefit from their organizational structure.

Facilitator

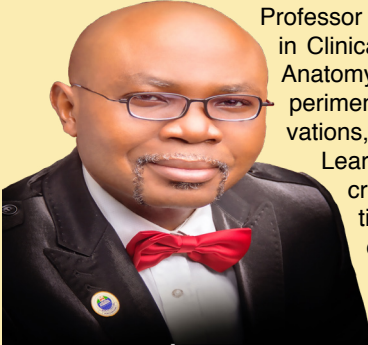


Second Session:

Health: Learning Structure and Methodologies

Bio

Prof. Abraham Osinubi



Professor Abraham Osinubi is a Medical Doctor with 33 years in Clinical Practice; 20 years in the teaching of Microscopic Anatomy in UNILAG; a Stereologist; a Reproductive and Experimental Endocrinologist; and an expert on Teaching Innovations, especially in the design and use of Student-centred Learning. He is a fellow of the American College of Endocrinology. Prof. Osinubi has authored over 120 scientific publications in learnt journals and two textbooks of Anatomy. He co-authored the first National Clinical Practice Guidelines for Diabetes Management in Nigeria in 2012. ResearchGate acknowledged him as one of the most cited authors in his field in December 2015. Abraham Osinubi was appointed Full Professor of Anatomy by the University of Lagos in 2015. Professor Osinubi was the Head of Anatomy, University of Lagos (2017-2020) and the maiden and current Executive Director of the University of Lagos Business School - the citadel that is raising global business leaders.

Abstract

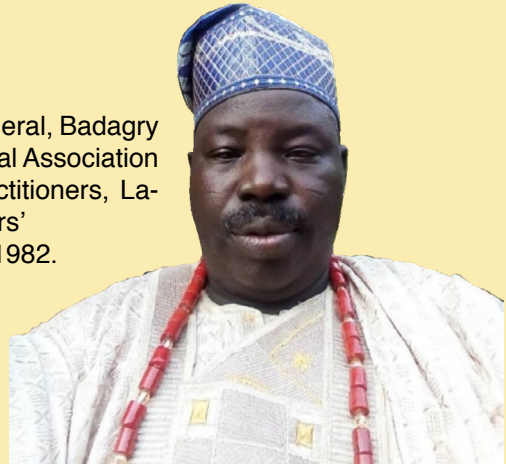
The Bachelor of Medicine, Bachelor of Surgery (MBBS) and Bachelor of Dental Surgery (BDS) degree programs are professional courses. As such, medical education and dental education in Nigeria are regulated by the Medical and Dental Council of Nigeria (MDCN) and the National Universities Commission (NUC), on behalf of the Federal Ministry of Health and Ministry of Education, respectively. The primary aim of the MBBS/BDS curricula is to train doctors and dentists who can work effectively in a health team to provide comprehensive health care in any community (urban or rural) and keep up to date on issues of global health. However, the relevant regulatory bodies provide “minimum standards” that must be achieved by the university to obtain and maintain their accreditation status. The curriculum currently run by the College of Medicine of the University of Lagos, the Student-centred, Problem-based, Integrated, Competency-based, Community-oriented, Electives and Systematic [SPICCES] Curriculum was approved by the Senate of the University in March 2016. The general structure of the SPICCES curriculum is that of a student-centred, problem-based, integrated, community-oriented, competency-based, electives and Systematic (SPICCES) six-year program aimed to promote competence, compassion, curiosity, creativity and collaboration in students. Monitoring and evaluation are conducted by the Medical Education Unit, apart from organizing regular seminars and workshops.

Second Session: *Health: Learning Structure and Methodologies*

Bio

His Royal Eminent, Aare Isegun General, Badagry Division and the Chairman of National Association of Nigeria Traditional Medicine Practitioners, Lagos State Chapter. He has a 38 years' experience, being in practice since 1982.

Onisegun Y.S.O. Akande



Abstract

There are no questions about the existence of Traditional Medicine (TM), as the World Health Organisation (WHO), has defined it as “the sum total of the knowledge, skill, and practices based on the theories, beliefs, and experiences indigenous to different cultures, whether explicable or not, used in the maintenance of health as well as in the prevention, diagnosis, improvement or treatment of physical and mental illness”. What is of concern are the issues of safety, knowledge and data in the practice of TM. Beyond the stated issues, this workshop will examine the method and quality of training (formation) practitioners of TM. This is important, because learning processes in Nigeria has been categorized into formal, informal and non-formal, with the most recommended being the formal. The informal and non-formal methods of education have been relegated either to the background or to professions or persons that are considered less valuable. This workshop is however aimed at expounding the narrative around the non-formal training of the TM practitioners and how this fit into the health sector in Nigeria.

Facilitator

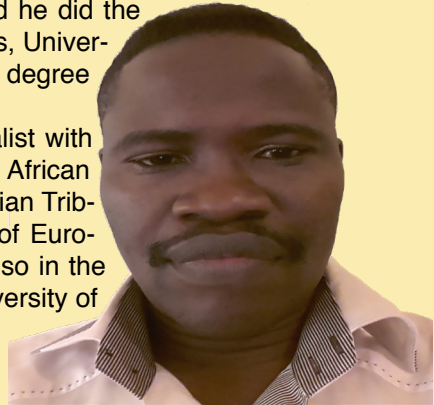
Third Session:

Theatre Arts: Learning Structure and Methodologies

Bio

Ademakinwa, Adebisi did a Bachelor of Arts(combined Honours) in Theatre Arts and Russian Language. He obtained a Master of Arts degree in Theatre Arts and he did the second Master of Arts in European Studies, University of Ibadan. He obtained his Doctorate degree from the same institution.

Ademakinwa, Adebisi worked as a journalist with Ibadan, a monthly magazine and also with African Newspapers of Nigeria (publisher of Nigerian Tribune titles). He taught in the Department of European Studies, University of Ibadan and also in the Department of European Languages, University of Lagos. He now teaches in the Department of Creative Arts. He is a playwright, director and actor and he has published widely in both local and international journals.



Dr. Adebisi Ademakinwa

Abstract

In spite of the fact that acting and other forms of performances are innate to human beings, subjecting these endeavours to formal teaching and learning, like other disciplines has recorded a dearth of study. And it is ironical that as proficient as the arts of production was even from ancient Greece to modern times, it did not evolve into some curricular formally taught as academic venture through the ages until the 19th century. This paper examines the evolution of theatre pedagogy in Nigeria, especially from the University of Ibadan and several questions are raised towards this endeavour. It also avers that many problems associated with theatre education are solvable through the marriage of the tenets of professional theatre and university theatre programme as the relationship could be highly symbiotic. The relevance of the paper resides in the solution it proffers on the process of curriculum necessary for the training of theatre graduates in contemporary Nigeria especially its discussion on what is lacking in theatre curriculum in Nigerian universities and ways of surmounting difficulties associated with its acceptability.

Facilitator



Third Session:

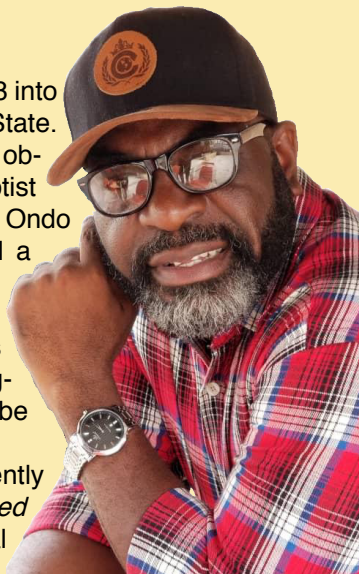
Theatre Arts: Learning Structure and Methodologies

Bio

Funsho Adeolu was born on the 9th of May, 1968 into the family of Mr. and Mrs. Adegeye in Lagos State. After completing his secondary education, he obtained his HSC later known as “A” levels in Baptist Academy Obanikoro. After this, he proceeded to Ondo State University now EKSU where he bagged a certificate in Guidance and Counselling.

In 1987 he started his acting career as a stage actor and subsequently on television. He has featured in numerous movies, in Yoruba and English home videos and a number of movies can be credited to his directing.

He is happily married with two sons and currently owns an entertainment outfit *Fynest Media Limited* through which he has been undertaking several projects.



Mr. Funsho Adeolu

Abstract

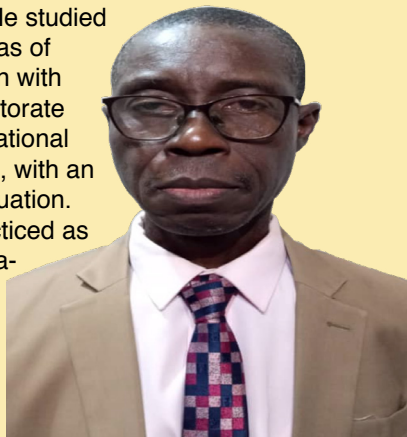
The creation of formal theatre education in Nigeria in the 1950s, was after there had been the existence of theatre groups, already servicing the entertainment needs of the communities and social gatherings; a typical example was the Oyin Adejobi theatre troupe, which had their learning techniques influenced by folklore and improvisation. Thus, for the purpose of this speech, focus will be on the alternative or the informal methods of learning and rising to stardom as a theatre practitioner or a filmmaker in Nigeria. The positive influences of theatre troupes and caucuses in Nollywood. In conclusion, emphasis would be on the need for synergy of the town and gown in the learning process of theatre in Nigeria.

Technical Personnel



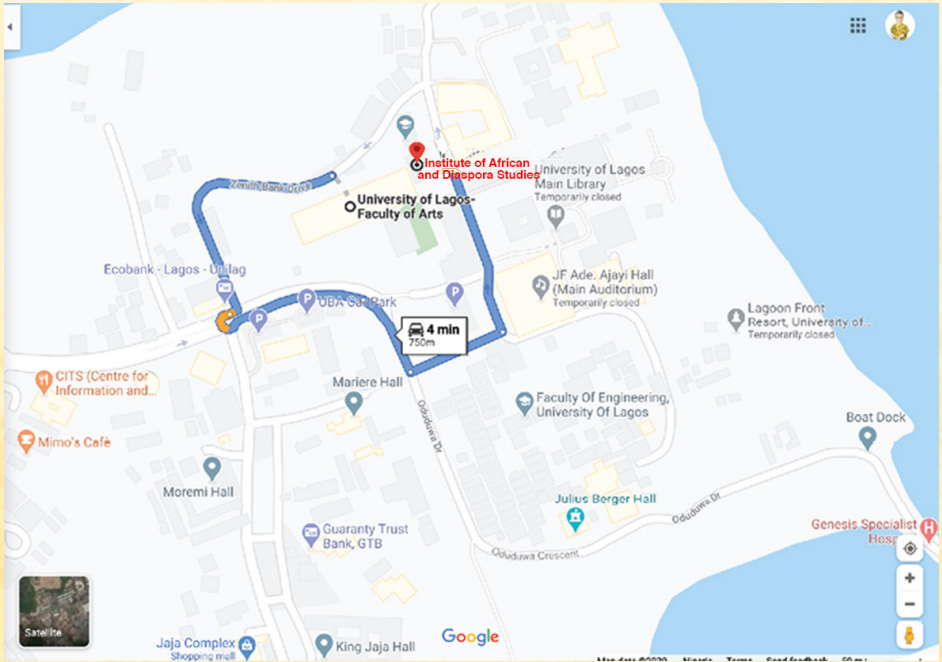
Bio: Dr Dada Shonibare

Dr Dada O. SHONIBARE is currently a Director of Research and Head of Zone (SW), NERDC. He studied in the University of Ibadan in the '80s with areas of specialisation cutting across Special Education with a major in Deaf Education. He obtained a Doctorate degree from the International Centre for Educational Evaluation (ICEE) of the Institute of Education, with an inclination for Program development and Evaluation. Over the past 32years, Dr Shonibare has practiced as a curriculum developer and programme evaluator cutting across Early Childhood Education, Population and Environmental education, health intervention initiatives of Breast feeding, family planning, Needs assessment of Primary Health Care health workers. He has to his credit more than 48 publications. He was president of National Association of Exceptional Children (NAEC) and member of Curriculum Organisation of Nigeria (CON) among others.



Abstract

Globally, Education is traditionally conceived as the systematic approach by which the age long acquisition of knowledge contents in form of information, skills and experiences are bequeathed to upcoming generations to improve upon and equally hand over to generations after them. The systematic instrument deployed for this generational transfer is called the curriculum. This paper therefore focuses on the basic fundamentals of curriculum development. Another essence is the process of curriculum development as a continuous operation involving need assessment, content identification, content selection, scoping and sequencing of selected contents were highlighted and discussed. Finally, the procedure for curriculum adoption was discussed using the Nigerian structure of the policy framework of the Joint Consultative Council on Education (JCCE) and the National Council on Education (NCE). A critical overview of the prevailing curriculum development issues was highlighted for consideration. In conclusion, some activities focusing on the Palm Tree as an African identity were proposed to serve as a practicum for a typical curriculum development exercise for all. Issues were raised and suggestions put forward for the viability on purposeful sustainability of curriculum development process.



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