

**MAKERERE**



**UNIVERSITY**

**COLLEGE OF EDUCATION AND EXTERNAL STUDIES**

**ANNUAL REPORT 2013**

# 1. TEACHING AND LEARNING

a) Student enrollment (data in table format indicating sex/department/etc)- For purposes of consistence this will be derived from the ARIS system.

Statistics for school of Distance and Lifelong Learning and school of education as of 13th January 2014 academic year 2014 semester one

FACULTY	PROGRAM	SCHEME	PERIOD OF STUDY	COUNT
	BACHELOR ADULT AND COMMUNITY EDUCATION	BIOLOGICAL (PRIVATE)	1	4
		GOVERNMENT	1	14
		PRIVATE	1	260
		BIOLOGICAL (PRIVATE)	2	3
		GOVERNMENT	2	8
		INTERNATIONAL	2	3
		PRIVATE	2	256
		BIOLOGICAL (PRIVATE)	3	5
		GOVERNMENT	3	21
		INTERNATIONAL	3	3
		PRIVATE	3	192
	BACHELOR OF EDUCATION	PRIVATE	1	191
		PRIVATE	2	164
		PRIVATE	3	223
	Bachelor Of Commerce	GOVERNMENT	1	1
		INTERNATIONAL	1	1
		PRIVATE	1	529
		INTERNATIONAL	2	1
		PRIVATE	2	618
		BIOLOGICAL (GOVT)	3	1
		GOVERNMENT	3	1
		INTERNATIONAL	3	3
		PRIVATE	3	644
		REFUGEE PRIVATE	3	1
		INTERNATIONAL	4	5
		PRIVATE	4	641
	Bachelor of Science	PRIVATE	1	47
		PRIVATE	2	23
		PRIVATE	3	30

		PRIVATE	4	2
	DIPLOMA IN PROJECT PLANNING AND MANAG'T.	BIOLOGICAL (PRIVATE)	1	2
		PRIVATE	1	86
	DIPLOMA IN PROJECT PLANNING AND MANAG'T.	PRIVATE	2	72
	DIPLOMA IN YOUTH IN DEVELOPMENT WORK	PRIVATE	1	12
		PRIVATE	2	5
	MASTER IN ADULT & COMMUNITY EDUCATION	PRIVATE	1	1
		PRIVATE	2	5
	BACHELOR OF AGRICULTURAL & RURAL INNOVAT	INTERNATIONAL	1	1
		PRIVATE	1	66
		PRIVATE	2	17
	BACHELOR OF MEDICAL EDUCATION	GOVERNMENT	1	33
		PRIVATE	1	30
	Bachelor Of Arts With Education	BIOLOGICAL (PRIVATE)	1	6
		GOVERNMENT	1	78
		INTERNATIONAL	1	13
		PRIVATE	1	620
		REFUGEE PRIVATE	1	1
		BIOLOGICAL (PRIVATE)	2	6
		GOVERNMENT	2	55
		INTERNATIONAL	2	15
		PRIVATE	2	529
		REFUGEE PRIVATE	2	4
		BIOLOGICAL (PRIVATE)	3	7
		GOVERNMENT	3	57
		INTERNATIONAL	3	34
		PRIVATE	3	539
	Bachelor Of Science With Education	GOVERNMENT	1	159
		PRIVATE	1	103
		GOVERNMENT	2	70
		PRIVATE	2	65

		GOVERNMENT	3	105
		INTERNATIONAL	3	1
		PRIVATE	3	75
	DOCTOR OF PHILOSOPHY IN EDUCATION	PRIVATE	1	1
	M.A IN EDUCATIONAL POLICY AND PLANNING	PRIVATE	1	20
		PRIVATE	2	3
	M.ED IN SOCIAL SCIENCES & ARTS EDUCATION	PRIVATE	1	1
	Master Of Education In Language And Lite	PRIVATE	1	7
		PRIVATE	2	7
	Master Of Education In Science Education	PRIVATE	1	6
		GOVERNMENT	2	1
		PRIVATE	2	1
	Master Of Educational Foundation And Mgt	PRIVATE	1	4
	Masters Of Education In Curriculum Stude	PRIVATE	1	3
		PRIVATE	2	1
	Postgraduate Diploma In Education	PRIVATE	1	20
		<b>GRAND TOTAL</b>		<b>6842</b>

**b) Student graduation (table format) For purposes of consistence this will be derived from the graduation booklets and the ARIS system.**

A total of 1,286 students graduated from the College of Education and External Studies during the ceremony held from 21<sup>st</sup> – 25<sup>th</sup> January 2013. Of these, 12 students were conferred with doctorates and 6 graduated with first class degrees. CEES staff who graduated were Dr Juliana Bbuye- PhD, Dr Samuel Sekiziyivu –PhD, Mr Festo Kayima- Msc in Chemistry, Mr. Reymick Oketch- MSc in Molecular Biology and Biotechnology.

Diploma	Bachelors	PGD	Masters	PhDs	Total
168	976	17	113	12	1,286

Source: Graduation booklet

**c) New programmes approved by SENATE (table format) including partners who participated in curriculum development where applicable**

The PhD in Educational Management in the East African School of Higher Education Studies and Development was reinstated and will start in the academic year 2014/2015.

The Bachelor of Youth in Development Work External in the School of Distance and Lifelong Learning was presented to the University Senate Committee.

The Bachelor of Science in Education in the School of Education is in the process of getting approved by SENATE for the proposed inclusion of Computer Science subject combination

The Bachelor of Arts in Education/Bachelor of Science in Education in the School of Education is in the process of getting approved by SENATE for the proposed inclusion of Art and Design Subject combinations

The Higher Diploma in Physical Education in the School of Education is in the process of getting approved by SENATE

**d) Programmes whose curriculum has been revised over the past year and participating partners where applicable**

These are programmes that have been revised in the School of Education

- Bachelor of Science in Education
- Master of Education in Science Education
- Postgraduate Diploma in Education
- PhD Research

**e) Innovations in Teaching and Learning – including new modes of programme delivery and ICT in teaching and learning**

**Postgraduate Certificate in oil and gas studies**

The College of Education and External Studies has continued to respond to the changing needs of society in its diverse programmes. With the revamped national agenda to explore the country's oil reserves, a Postgraduate Certificate in oil and gas studies was introduced. This course is run in partnership with Quest Energy and the School of Distance and Lifelong Learning. It aims at delivering well trained and empowered individuals equipped with industry

appropriate knowledge and skills to inform policy and take full economic advantage of the Oil and Gas industry in the region; before during and after production. A total of 45 students enrolled at the start of the programme.

### **Mobile distance learning**

CEES enabled mobile learning to provide students and staff with access to the distance learning programmes through devices such as mobile phones and personal computers. In 2013 students and staff on the distance program used the mobile learning platforms during admissions (student support) and in learning.



### **Mobile learning and Student support on Admission and Orientation**

The distance learning environment requires that tutors and students interact on a regular basis. The mobile technology has done it all as far as distance learning students are concerned. It is amazing how Bachelor of Agriculture Rural Interventions, (BARI), Bachelor of Education (B.ED) and Bachelor of Science (BSc EXT) admitted students were mobilized to attend the Orientation programs. The students hail from different parts of the country and beyond. Some of them have limited access to newspapers. This therefore implies that they may not be in position to access information through newspapers. It is also not possible to entirely rely on radio announcements to reach them since the reception of radios differ from one area to another, and announcements are quite expensive.

Having discovered the power of mobile technology, the Program Coordinators are facilitated with airtime to ease the communication process. The department of Open and Distance Learning has a project on bulk messages and it disseminates information to applicants who have been admitted, concerning the status of their application to Makerere University. Successful applicants are also encouraged to attend the University orientation program, to familiarize with the University systems. This has been effective in ensuring that students who

would hitherto not report on time due to a communication gap are now able to do so. This is a demonstration of the culture of care that leaves no stone unturned in supporting the distance learner right from admission, orientation to the time of completion of one's studies at the university.

Distance learning students face peculiarities stemming from the fact that they belong to this category. This feeling is shared by some of the tutors who teach them. However Dr. Bbuye explores how she has harmoniously worked with distance learners and has been able to use group work among a class of over 250 students during her facilitation time.

The whole story began with Makerere University's involvement with the Teacher Education for sub-Saharan Africa (TESSA) project that introduced a paradigm change in the teaching/learning arena from a tutor-centred approach to a student – centred approach. During the delivery of the course comparative education, Dr. Bbuye realized that when the section on problems of education in Uganda is being handled, students had a lot to share from their experiences in the schools they taught in.

The students were divided into 10 groups, each comprising of 25 students. Each group was given a task to fulfill and report back during the following facilitation/lecture hours. The outcome was fantastic. Unique problems, unseen before in any current textbook surfaced. A case in point is the divisions amongst members of staff in a school. This is so big a problem to student learning and it needs immediate attention. The political parties' divisions as enshrined by the different members of Staff, are carried into the school to the detriment of school normal obligations. The lack of a running library despite the Education Ministry's constant supply of books to primary schools, makes the whole exercise less fruitful.

The lesson Dr. Bbuye learnt is that students enjoy more and learn more if they actively participate. Even at higher levels of learning, it is possible to use group work and teach topics despite the big numbers. This therefore implies that the question of limited lecture space/rooms can be addressed through use of group discussions conducted in the university compound.

She discovered that group work is so rich in digging out hidden information hitherto un-captured. Problem areas easily surface, since students are drawn from all over Uganda and beyond. For example some of the students are from Sudan, Tanzania and Rwanda. The fact that some of these students come from remote areas with no internet access is a hindrance to their active

interaction in discussion forums on facebook and moodle/muele platforms. This is solved with physical group work discussions. The discussions continue online for those who have access to internet, before the assignment is finally handed in. Through this approach, research is introduced indirectly as groups compete to present researched information thus downloading study materials from the internet.



Dr. Juliana Bbuye

**f) Any other teaching and learning initiative that you deem worth mentioning in the Annual report-**

**Short courses**

The Centre for Lifelong Learning also continued running a number of its short courses aimed at capacity building. In 2013, the Centre run courses in Bukwo, Gulu, Mbale, Kampala, Entebbe, Soroti, Kabale and Hoima.

The Centre for Lifelong Learning also continued to offer Uganda Business and Technical Examinations Board (UBTEB) and Uganda National Examination Board (UNEB) exams.

**2. RESEARCH AND INNOVATION**

**a) Recognition Awards by local and international agencies**

**b) Research Grants and a brief overview on areas of coverage**

**NORHED- Project: leapfrogging Makerere's 1st generation distance education provision into 4th and 5th generation distance education mode**

The College of Education and External Studies received a Norwegian Programme for Capacity Development in Higher Education and Research for Development (NORHED) grant to help

change the way the University runs its distance education mode. The intended outcome is to leapfrog Makerere's 1st generation distance education provision into 4th and 5th generation distance education mode. The project aims to acquire resources, build human and technical capacity to offer online and blended learning programmes that will ultimately benefit students across the country. The 4th and 5<sup>th</sup> generation distance education uses intelligent flexible learning models which employ interactive multimedia online such as social networks, internet-based access to worldwide web resources, computer-mediated communications using automated response systems and campus portal access to institutional processes and resources.



Dr. Muyinda Paul, Project leader

### **African Development Bank fund**

The African Development Bank fund has given a grant for the promotion of science education; these funds are going to renovate laboratories at the Department of Science, Technical and Vocational Education together with purchase of equipment in the School of Education.



### **Makerere MobiClassProject**

The rapid development of mobile phones as a new industry of modern technology has increasingly become a necessity to users. The phones provide users with the ability to communicate in various ways such as making calls, sending sms, receiving email as well as being used as a camera, a video recorder, radio and mp3 player etc. As sensitive reflectors of information and fashion, mobile phone users have increased in most University campuses.

Due to this development, Makerere University with a population of nearly 40,000 students, intends to tap into this area by reaching out to as many students as possible. To this, online educational material and communication becomes very essential. In addition, the use of mobile technologies would ensure that this endeavor is successfully achieved by exploring ways of providing comprehensive and usable mobile services.

With funding from [The Swedish Program for ICT in Developing Regions](#) (SPIDER), the introduction of MobiClass will provide a means of ensuring that the lecturers are able to interact with their students in a timely and frequent way, irrespective of the location of each. The project will use the Moodle platform to develop a suitable software. Moodle provides application programming interface (API)'s to enable the interaction between external systems and applications with the internal system to enable it open up the core functionality of the system to the external applications.

Over the next 12 months, the Makerere team will undertake a survey on the type of mobile phones used by students and lecturers in the University. This information will enable them develop mobile application for Moodle across the major mobile platforms.

It will further undertake to study the feasibility of using this platform, the reception it is likely to get in using the platform, train both the technical and end users so that they are able to address issues which may arise in the course of its usage.



Project Leader

### **African Storybook Project:**

**This is a Special Initiative funded by Comic Relief: 2013 to 2016**

This project is aiming at addressing the problem of lack of easily available reading materials in African schools through making it digitally available.

The genesis of this project was that extensive research shows that the reading literacy levels of African children after the first three years of schooling are far from adequate, both in the basic ability to read as well as the literacy necessary to proceed to the next level of schooling. The achievement of the goals of Education For All are compromised not only by the shortfall in the numbers of children in schools, but also by the quality of the schooling they receive.

In order to ensure that early readers attach to reading and that reading becomes a social practice in schools, communities and homes, three key groups of people need to work together:

- Parents need to be empowered to take an active role in their children's literacy development from well before the child starts school.
- Communities need to work towards making reading a social practice in the language/s of the community.
- Teachers need to understand not only how to teach reading in a sequenced way, but also provide sufficient reading practice and the opportunity of reading for enjoyment as well as learning.

All the above is impossible without sufficient local /familiar /home language reading

material for young children to use for practice. But there is a drastic shortage of appropriate local African language stories for early literacy development for African children. Many of the books that do exist are expensive and difficult to distribute.

They are usually funded for a while, and then go out of print, no longer accessible to the children for whom they were intended.

### **The question then is how will the African Storybook Project help to meet the need?**

The African Storybook Project will be a digital library with a difference. To construct the library, the project will draw on African oral literature and traditions of storytelling, on high quality published stories that the copyright holders are willing to donate, on openly licensed material already available on the Web, and on stories developed through workshops and competitions specifically for the project.

The Project will make stories for the first few years of reading available in digital formats, openly licensed with a process and tools for translating and versioning stories for local African languages and contexts.

This will enable users to upload and share versions of the stories in their local languages, providing a numbers of stories in a range of languages way beyond the scope of conventional publishing.

But a digital library is not enough. Much material available online is neither known nor used, particularly by large numbers of African parents, teachers and children who most need it.

So the project team will work very hard to get the stories out to people – in different formats, and through collaborative relationships with those already working in the field. We will develop partnerships with literacy development organizations across the continent (but particularly in Uganda, Kenya and South Africa) to use the stories and the website in their project, contributing both lessons of experience to improve the website, and stories or versions of stories.

### **The vision of this project is:**

- A vibrant growing network of African teachers, parents and communities access, use, share, and adapt/translate digital versions of openly licensed stories.

Instead of relying only on publishers to provide stories in local languages for reading practice, they are active participants in finding and creating enough stories for all African children to use for literacy development in homes, communities and schools.

It is hoped that Governments across Africa recognize that openly licensed digital storybooks can be a cost effective way to provide sufficient appropriate books to support bilingual literacy development in schools, and find country specific ways of developing, versioning, distributing, and using such material.

### **Who will be involved?**

The project is being HQ at the SAIDE (South African Institute of Distance Education) offices in Braamfontein. South Africa

Although the official start date of the project is 2013, web developers from NBA and associates have already started work on the development of the website, which should take about 18 months to test and refine.

Judith Baker and the central team at SAIDE have already been engaged in establishing partnerships with a wide range of African literacy development organisations/projects, as well as appropriate technology initiatives, research organisations and libraries. Each partnership will be defined through a Memorandum of Understanding, which will give expression to mutual benefits and contributions.

The central team at SAIDE will be responsible for ensuring that a critical mass of good stories is available for versioning and use. This will involve getting the necessary permissions, and preparing material for digital uploading. It will also involve shaping good stories for the level and interests of young African children, and ensuring that they are illustrated in lively ways.

In-country coordinators have already been appointed in Uganda, Kenya and South Africa to manage, for their particular countries:

- Testing and refining the website, versioning tools, and technological models of story delivery for a variety of rural and urban homes, schools/ECD centres and communities;
- Story development in local communities;
- Evaluation of use of the stories to support literacy development;
- Developing strategies for integration of the project into existing literacy development initiatives, particularly in the public education system.

### **c) Output new innovations from existing and new College based research programmes**

#### **Grant Project DeIPHE 987**

Title: Entrepreneurship Literacies For Out of School and Out of Work Youths In Northern And Western Uganda. (Funded by DFID through the British Council: 2011-2013 Literacy, GBP, 40,000)

The overall objective of this project is to help youth who have not been able to access school education and those who have the interest of engaging in small business to learn the reading and writing practices that are required to run simple businesses in their everyday lives, to gain hands-on experience in micro-enterprise management and to be given a helping hand to start their own small business and to obtain gainful employment and livelihood practices.

The project makes a contribution to overcoming the problem of youth unemployment in Uganda. Therefore, the anticipated outcomes of the project are, firstly, that there will be a positive impact on youth unemployment in urban and rural areas by equipping non-literate and out of school young people with the means to establish their own micro-businesses and secure gainful employments.

Secondly, there has been enhanced networking between the participating universities that started and are continuing the project. Finally, that this project has helped to lay a solid foundation on which, in the long term, a Centre for Innovation, Entrepreneurship and micro

enterprise development has been established at the Mountain of the Moon University in order to stimulate the creation of effective micro-enterprises in the western and northern region.

### **Propelling an ICT Led Pedagogy at Makerere University**

Paul Birevu Muyinda (PhD), Jude T. Lubega (PhD), Annet Kajura Mugisha (Ms)

#### **Introduction**

This research was funded by the Swedish Program for ICT in Developing Regions (SPIDER) and spear headed by the Department of Open and Distance Learning. The research was motivated by the fact that since 2001, Makerere University and its development partners had invested significant resources in a number of educational technology infrastructures but their adoption for pedagogical purposes was not significantly evident on the ground. There was therefore need to get empirical data to explain the lacklustre pedagogical ICT adoption. The research was underpinned by the SAMR Model (Puetendura, 2010). SAMR is **S**ubstitution, **A**ugmentation, **M**odification and **R**edefinition.

In **S**ubstitution dimension, ICTs are simply used to replace manual processes with no functional improvement, e.g. using a word processor to replace a type writer. In **A**ugmentation dimension, ICTs are used to replace manual processes but with significant functionality increase, e.g. using word processor with a spell checker, grammar checker, etc. to replace a typewriter. According to the SAMR model, the **S**ubstitution and Augmentation dimensions play an enhancement role in pedagogical processes. On the other hand, ICTs can be used to transform (**M**odify and **R**edefine) the pedagogical processes. For instance in the **M**odification, dimension technology allows for significant task redesign (e.g. teaching and learning processes integrated with email, spread sheets and graphing packages) while in **R**edefinition dimension, technology allows for creation of new tasks previously inconceivable (visualizations tools, simulations, etc.).

Under the SAMR framework, the research sought to develop concrete interventions for enhancing the uptake of ICTs in the pedagogical process at Makerere University. Specifically, the research sought to:

- i) establish Makerere University's current level of ICT integration in pedagogical processes following the SAMR Model; ii) account for the current level of ICT integration in the pedagogical processes following the SAMR model
- ii) draw interventions and strategies for propelling an ICT led pedagogy based on the SAMR Model

#### **Current level of ICT integration in the Pedagogical processes at Makerere University**

There were traces of integration of ICTs at **S**ubstitution, **A**ugmentation, **M**odification and **R**edefinition levels. The level of integration diminished as one moved from the **S**ubstitution through to the **R**edefinition levels. At the **S**ubstitution level, 74.4% of lecturers used ICTs to prepare lecture notes, assignments, tests and examinations which were hitherto handwritten before being submitted to the examinations officers. The hardware infrastructure employed the most (84.6%) in teaching and learning were personal computers/laptops. To **S**ubstitute the traditional chalkboard, 48.5% of the lecturers used LCD projectors to present their lectures. The institutional learning management system (MUELE) was mainly used as a store of content by 40.2% of the lecturers. The least **S**ubstitution ICTs were video/audio recordings of lectures. Generally speaking, integration of ICTs at the **S**ubstituted level was a little pronounced.

At the **A**ugmentation level, the research established that most academic staff were more likely to adopt **A**ugmentation ICTs that abetted their scholarly research work compared to those that were for pedagogical activities in and outside the classroom. One of the reasons advanced for this was the high level of training needed to use **A**ugmentation ICTs than that needed to use **S**ubstitution ICTs. For scholarly work, search engines (e.g. Google) were the most frequently used (77.0%) Augmentation ICTs. This was followed by editorial tools in word processors (59.0%), online dictionaries (48.5%) and online libraries (45.5%). It should also be noted that the social interactive tools like Skype were less used for pedagogical purposes despite having great potentials for ubiquitous reach to students and lecturers. The reasons for not adopting such technologies were attributed to lack of knowledge by the students and lecturers on how to use them. Also the technologies were not readily available to the staff and students. Thus, more pedagogical activities in and outside the classroom were mainly ported onto **S**ubstitution ICTs than **A**ugmentation ICTs.

Use of **M**odification ICTs was decimal. However, the most commonly used **M**odification ICT was the Internet. Others were open education resources (OER), social learning ICTs, MUELE, cell phones, Internet to cell phone SMS messaging, content authoring tools, Facebook, online assessment tools and video conferencing. **R**edefinition ICTs were the least used. 63.1% of the lecturers using MUELE, indicated that they asked students to make their own notes from group discussion threads. Other **R**edefinition ICTs were OER, online assessment, group discussions through MUELE, electronic games/simulations/second life and Massive Open Online Courses (MOOCs).



### **Accounting for the current level of ICT integration in the Pedagogical processes**

There is a general low adoption of ICTs for pedagogical purposes at Makerere University. Of all levels of ICT integration, it is only **Substitution** level where above average uptake was seen. Usage at **Augmentation**, **Modification** and **Redefinition** levels was far below average. This low adoption level was largely attributed to:

- i) limited or lack of knowledge on how to use the technologies at those levels
- ii) limited or no infrastructure for ICT integration
- iii) time constraint on the part of the lecturers, iv) existence of policies which unfavorable to use of educational technologies, e.g. high preference for teacher-centered paradigms and v) lack of a central unit with technical and human resource capacity to nurture research in and use of educational technologies
- vi) outright lack of interest for ICT integration in the teaching and learning processes; and big student numbers

### **Intervention and strategies for propelling an ICT led Pedagogy**

From the findings, four (4) key interventions were identified. These are: 1) strengthening eLearning Unit, 2) enhancing the lecturer skills and knowledge in educational technologies, 3) improving educational technology infrastructure, and 4) putting in place an educational technology policy.

### **Strengthening the eLearning operational, research and management structure**

The e-learning unit should be upgraded into a center for educational technology and well equipped in terms of human resources and infrastructure. The unit should be equipped with educational technology researchers, educational technologists, instructional designers and programmers. The unit should be well funded to enable it undertake research, develop educational technology solutions and train other units in ICT integration.

### **Skills and knowledge in educational technologies**

Findings indicated that the number one reason for non-use of a number of educational technologies was lack of knowhow on using a particular equipment or application. The University should mobilize existing pockets of educational technology expertise to train other staff in ICT integration. Also concerted effort should be made in sending staff for masters and PhD studies in educational technology related fields. The College of Education and External Studies should be triggered to take up its rightful role of being the leader of traditional and ICT pedagogy at the University.

### **Infrastructure**

Lack of access, low bandwidth and lack of appropriate hardware and software were the other major causes for non-use of ICTs in teaching and learning. All Colleges should be sensitized about the importance of ICTs in authentic learning. Students and staff ICT infrastructure should be prioritized in College budgets. Makerere as a whole should allocate more resources for centralized ICT infrastructure such as bandwidth, network and ICT support. The use of personal computing devices such as laptops, mobile phones, Ipads, Ipods, etc. should be encouraged by the University by increasing and strengthening its WiFi hotspots. The 'Bring Your Own Device' concept should also be encouraged amongst students.

### **Educational technology policy**

Although Makerere University has an ICT policy which articulates integration of ICTs in different process, the policy is not so articulate on using ICTs for teaching and learning. Only technology savvy lecturers are attempting to use ICTs in their teaching functions. Staffs see use of educational technologies as an additional burden. The ICT policy has no incentives to encourage innovative integration of educational technologies. The policy should be amended to encourage use of ICTs in teaching and learning. As a strategy, the policy should be amended to provide incentives to staff who innovatively integrate educational technology in their teaching.

Non-monetary incentives, e.g. attending conferences, providing ICT devices, providing certificates of recognition, giving employ of year awards, etc. should be put in place to recognize staff that is innovatively using educational technologies. The university should invest resources in the creation of online degree programmes in regionally demanded programmes. These will act as springboards for intensive ICT led pedagogies at Makerere University.



### **Acknowledgement**

We acknowledge SPIDER for having funded this project

- i. **Project: Governance Models and the Quality of Leadership in African Universities.** This project is a component of the Higher Education Leadership Programme by CODESRIA. **Project Aim:** To categorize and analyze university governance models that were pursued by different African universities from the 1960s to date and to assess how the current models in use have impacted on the quality of leadership in these universities. **Funded by:** Carnegie Endowment Fund **Duration:** June 2012-June 2013. **Project Coordinator:** Assoc. Prof. Joseph Oonyu. Contact prof oonyu for more information.

### **d) Events (in line with research)**

## **CEES Seminar series**

In a bid to create a community of practice in modern pedagogy, the College of Education and External Studies started weekly lunch time seminars on 2<sup>nd</sup> April 2013 by Mr. Godfrey Mayende, Assistant Lecturer Department of Open and Distance Learning and Dr. Paul B. Muyinda, Chair Department of Open and Distance Learning. Staff and students present cutting edge research and practice in the area of modern pedagogy in general and ICT in education pedagogy in particular during these Tuesday series.



*Dr. Paul Muyinda and Mr Godfrey Mayende initiators of the CEES seminar series*

Below is a list of presentations for the year 2013

The Experience of Using MUELE by a Physicist - Presented by Mr. Benon Twinamasiko, Department of Physics, College of Natural Sciences, Makerere University

Using Facebook for teaching, learning and student support on the Open and distance learning programmes: A tutor's experience - Presented by Mr. Mayende Godfrey

Plastic bags economies in Uganda : A threat to Human Health and the Environment - Presented by Nampijja Dianah

Institutional support for the integration of modern instructional technology in the curriculum: A case at Makerere University - Presented by Micheal Walimbwa

Understanding and appreciating Education for Sustainable Development in a practical context - Presented by Nampijja Dianah and Philimon Mukisa Kirunda

Role of the User Department in the procurement process - Presented by Mr Paul Agaba, Procurement Officer CEES

Community engagement practices, what can we learn - Presented by Dr. Janice Busingye

Experiences of using MUELE: The teacher's experience - Presented by Mr. Kajumbula Richard

Quality Assurance on Open and Distance Learning - Presented by Mrs Florence Olal-Odur

Widening access for women/girls in Higher Education at Makerere University through a gender mainstreaming initiative - Presented by Dr George Openjuru, Associate Professor, Dean School of Distance and Lifelong Learning

Integrating Mobile Learning in Open and Distance Learning at Makerere University (Practical demonstration) - Presented by Dr Paul Muyinda, Mr Godfrey Mayende & Mr Jonathan Kizito

Feeding interruptions/ ecology of Zebra and cattle on ranches adjacent to Lake Mburo National Park" - Presented by Mr. Bukenya John from the Department of Open and Distance Education

Simulation and Second Life in Education -Presented by Ms Immaculate Bona Maandera

Integrating ICT in Education: Some Experiences and Lessons from Sweden - Presented by Mr. Rahman Sanya & Mr Sam Siminyu

Accessing Maklib's E-resources to support study, teaching and research - Presented by Ms Faith Akiteng

MOOCs (Massive Open Online Courses), So What? - Presented by Mr Tito Okumu

Open Educational Resources (OERs) for Makerere's Study Materials Needs - Presented by Dr. Jessica Norah Aguti, Associate Professor

Novice educators' understandings of curricula and pedagogy: perspectives from Uganda – Presented by Mr. Twine Bananuka Assistant Lecturer DACE

The Role of Collaboration and Partnerships in Teacher Education and Development in Africa – Presented by Dr Juliana Bbuye Lecturer DODL

Benchmarking for ICT integration - Presented by Mr. Sam Siminyu, Lecturer Department of Open and Distance Learning.

Learning to integrate learning technologies into teaching: Where to start - Presented by Mr. Michael Walimbwa, PhD Candidate (Educational Technology) & Assistant Lecturer DFCS

Teaching ICT or teaching with ICT: What is happening in selected education institutions in Uganda? - Presented by Mrs Alice Ndidde, Lecturer DACE

Strategic Futures Foresight – Presented by Dr. Paul B Muyinda, Chair Department of Open and Distance Learning

ICT and Authentic Learning/Teaching – Presented by Mr. Godfrey Mayende, Assistant Lecturer Department of Open and Distance Learning

### **3. KNOWLEDGE SHARING AND TRANSFER TO SOCIETY**

#### **a) Community services/ initiatives and associated partners**

### **Education for sustainable development donates to families in Katanga slum Wandegeya**

As part of the World Food Day celebrations, the College of Education and External Studies' (CEES) Education for Sustainable Development (ESD) Club made a donation to deprived families in the Katanga slum, Wandegeya. The ESD club comprising staff and students donated items which included; 110kgs of beans, 170kgs of maize flour, 120kgs of rice, 60kgs of sugar, 150kgs of beef, 5kgs of millet flour, a carton of milk, 35 paw paws, soap and clothes. The items were distributed in reusable and biodegradable packaging of '*kikapus*' made from naturally growing plants, to protect the environment. World Food Day is celebrated every 16<sup>th</sup> October. The theme for this year's celebration was 'Sustainable Food systems for Food Security and Nutrition.' The club collaborated with the Local Council in Katanga slum – Wandegeya, to identify families that struggle to sustain their lives. Most of these families are headed by widows.



b) Community / other agency trainings

### **Centre for Lifelong Learning trains UNMISS staff on post conflict reconstruction and stabilization of South Sudan**

The College of Education and External Studies' Centre for Lifelong Learning conducted a capacity building training for staff of the United Nations Mission in South Sudan (UNMISS) at the Regional Training and Conference Centre, Entebbe Old Airport. The five day workshop which run from 12<sup>th</sup> – 16<sup>th</sup> August 2013 equipped participants with the knowledge and skills of understanding conflict, its manifestation, analysis and the different ways of responding to conflict.

The training brought together 21 UNMISS middle level managers working on the post conflict reconstruction and stabilization of South Sudan project. Participants were trained in the areas of introduction to conflict resolution, post conflict reconstruction, IDPs and humanitarian action, refugees and humanitarian action and state building/reconstruction. The training incorporated highly participatory adult learning approaches such as brainstorming, discussions and demonstrative methods which encouraged participants to learn by doing and reflecting on their real life experiences.



*Participants portray the intensity of conflict.*

### **West Nile Peace Film project**

In January 2013, the Centre for Lifelong Learning in conjunction with Mandaleo Foundation and Media Action Foundation – Alaska USA, conducted a training of trainers on the West Nile Peace Film project at the United States Institute of Peace; the participatory project was



*Participants practice filming skills during the workshop.*

### **c) Partnerships/MoUs**

A Memorandum of Understanding was signed between the Swedish Program for ICT in Developing Regions (SPIDER), Stockholm University and Makerere University College of Education and External Studies.

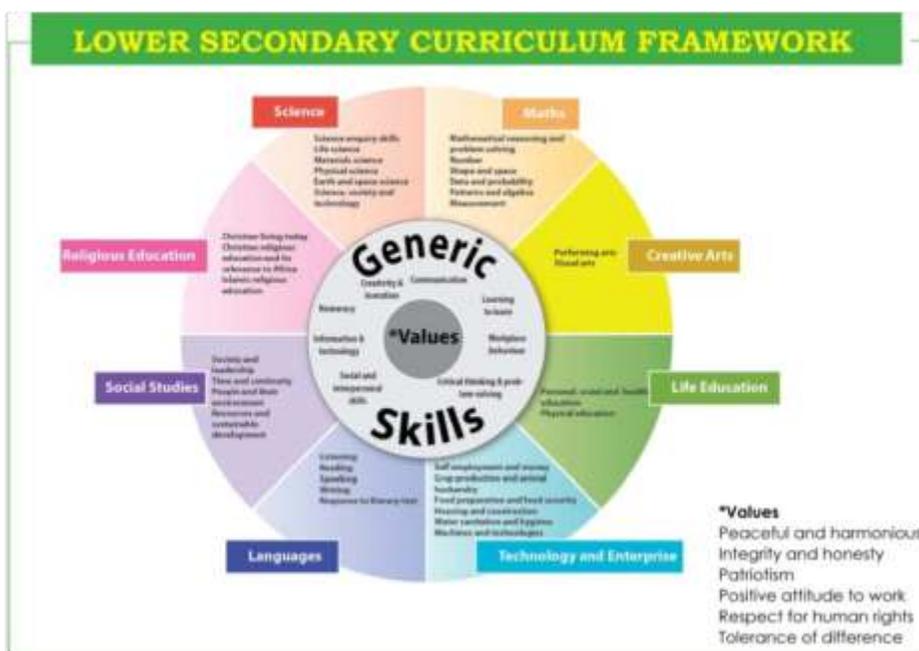
#### **Partnerships/MOUs for the School of Education**

- a) Coordinating Programmes at the Health Tutors College, Ministry of Education
- b) National Association of Science Teachers, Uganda
- c) University of Juba
- d) The School of Education, Department of Foundations and Curriculum Studies has renewed MOU with Stranmillis University, Belfast.
- e) A new MoU with Katholische Universitat Eischtatt-Ingolstadt Germany is being finalized.

## d) Events (general)

### Lower secondary education curriculum

The College of Education and External Studies played a key role in the reviewing of National Curriculum Development Centre's proposed lower secondary curriculum known as the Curriculum Assessment and Exam Reform (CURASSE). This was during the curriculum sensitization session at the College in May 2013. The College provided feedback in the areas of content, approach and assessment of the curriculum to make it more relevant in producing graduates who are able to participate in the technology-driven global economy. The NCDC took on board the comments from the College and is implementing them in its review process.



### Department of Science, Technical and Vocational Education launches gymnasium

The Chair of the Department of Science, Technical and Vocational Education (DSTVE) announced the launch of a gymnasium at the department which would benefit both staff and students of Makerere University. This was during a physical education and aerobics display conducted by students in May 2013. With their feet in the air, the students exercised to the beat of powerful music showcasing a variety of aerobic styles and skills. These included; basic aerobic skills, basics of educational gymnastics, salsa dancing, and the basics of gymnastics. These exercises can be done to improve physical fitness, health and well-being without attending sporting facilities.



### **Luganda Teachers Conference a huge success**

Over 350 Luganda teachers from schools across central Uganda participated in the Annual Luganda Teachers Conference in May 2013. The two day conference organized by the Department of Humanities and Language Education, aimed to bring together teachers to share classroom experiences and to disseminate research findings in language education and Luganda in particular. Participants were treated to a series of presentations centered on the conference theme “*Examination/test Instrument construction in luganda language teaching,*” by guests and School of Education staff. In his opening remarks, the Principal CEES Dr. Fred Masagazi Masaazi urged teachers to write books in order to develop the luganda language. He further urged them to upgrade their academic qualifications and return to the College to undertake bachelors, masters and Phd degrees. Dr. Masaazi informed participants that plans are underway to re-organise the annual conference into a fully fledged freshers' course.



### **Pioneer Doctoral Colloquium held at CEES**

The East African School of Higher Education Studies and Development (EASHESD) held the first Doctoral Colloquium on Research in Higher Education on 14th Nov. 2013 in the Curriculum Building at the College of Education and External Studies (CEES). A total of 23 students participated, 20 of whom are continuing doctoral students. The other three are prospective students. Two papers, ‘Planning the Doctoral Journey by Dr. Fred E. K. Bakkabulindi’ and ‘Conceptualization and the Use of Theory in Educational Research: An Insight by Dr. David

Onen,' were presented at the colloquium. The sessions were chaired by Dr. Ronald Bisaso and Dr. Robert Kyaligonza.

On behalf of the Dean, EASHESD, Dr. Bisaso encouraged students to visit and interact with members of staff. He emphasized that the School is committed to attracting more students to enroll for doctoral studies, and that the necessary academic and administrative support will be given to see this come to pass.

In his opening remarks, the Deputy Principal, Dr. Anthony Mugagga Muwagga noted that the College of Education and External Studies is a product of restructuring that saw the elevation of the EASHESD to its current status. He apologised for the previous inadequate support given to doctoral students due to problems of understaffing. "The issue of understaffing has been steadily addressed through recruitment of new staff with international exposure and networks for collaborations and diverse expertise," he said. Dr. Muwagga emphasized that the academic profile of the College was improving with the forthcoming promotion of the academic staff to Professorial ranks. According to him, such reunions enable participants to interface with members of staff who can offer specialized support in various areas including theorising, scholarly writing and methodology.

The participants noted that this colloquium should have come yesterday. They highlighted a couple of challenges associated with supervision including role and relevance of doctoral committees and challenges regarding delays in completion.

The doctoral colloquium will be a monthly activity and will will entail paper presentations by doctoral students on any aspect of their research.



## **Other areas for Consideration**

Support functions

Human Resource (new appointments, promotions and training)

## **CEES Governance**

### **New Appointments**

The College's leadership capacity was strengthened by a number of key administrative appointments across key areas.

Dr Fred Masagazi Masaazi, Associate Professor was appointed Principal College of Education and External Studies replacing Prof J.C.S Musaazi who had served in acting capacity for two years.

Dr Anthony Mugagga Muwagga was appointed Deputy Principal College of Education and External Studies replacing Dr Jessica N Aguti, Associate Professor who had also served in acting capacity for two years.



Prof. J.C.S. Musaazi



Dr Fred Masagazi Masaazi



Dr Jessica N Aguti



Dr Anthony Mugagga  
Muwagga

### **Other administrative appointments:**

- Dr Betty Ezati appointed Dean School of Education
- Dr Wycliffe Scot Wafula appointed Coordinator Centre for Lifelong Learning
- Ms Faith Akiteng appointed Librarian of the College of Education and External Studies

## **Academic Promotions and appointments**

### **Promotions**

- Dr. George L. Openjuru promoted to Associate Professor
- Dr. Peter Neema Abooki promoted to Associate Professor
- Dr. H.R.D Muhanguzi promoted to Associate Professor

- Dr. Anthony Mugagga Muwagga promoted to Associate Professor
- Dr. Ronald Bisaso promoted to Senior Lecturer
- Dr Mathias Bwanika Mulumba promoted to Senior Lecturer
- Dr. Nicholas Itaaga promoted to Lecturer

### **New appointments**

- Dr. Vincent Womujuni appointed Lecturer in EASHESD
- Dr. David Onen appointed Lecturer in EASHESD
- Mr. Charles Kyansaku appointed Assistant Lecturer in DFCS
- Mr. Reymick Oketch Okwong appointed Assistant Lecturer in DSTVE
- Mr. Steven J Hurd appointed Honorary Visiting lecture at DFCS on a 1 year contract.
- Mr. David Kabugo appointed Assistant Lecturer in Humanities and Language Education
- Ms. Dorothy Kyagaba Sebbowa appointed Assistant Lecturer in Humanities and Language Education
- Dr. Alex Okot appointed Lecturer in Adult and Community Education
- Mr. Jackson Bunyangha contract appointment/ renewal, Teaching Assistant (Final) in DSTVE

### **RESEARCH PUBLICATIONS 2013**

#### **BOOKS**

**Opolot Okurut Charles** (2013) History of Mathematics Education in Africa. In Handbook of History of Mathematics Education 2013 in press

#### **BOOK CHAPTERS**

Blaak, M; Openjuru, G; and Zeelen, Jacques (2013) “Non-formal Vocational Education In Uganda: Practical empowerment through a workable alternative” *International Journal of Educational Development* Vol. 33 (1) January 2013 pp. 88-97.

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Walters, S., & Openjuru, G. L. (in Press). Community-University Engagement in Africa . In R. Tandon, & B. Hall, *Higher Education in the World 5* (pp. 129-138). Barcelona: Palgrave .

#### **JOURNAL ARTICLES**

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**Itaaga, N, Muwagga, A.M & Kaahwa, T.Y.** (2013). Apathy among undergraduate education students at Makerere University: An analytical study of the causes and possible solutions. *International Journal of Education Research and Development*, 2(8), 203 -210

Lubega, T. J., Mugisha A.K., & **Muyinda, P. B.** (April 2014). Adoption of the SAMR Model to Asses ICT Pedagogical Adoption: A Case of Makerere University. *International Journal of e-Education, e-Business, e-Management and e-Learning* Vol. 4 No. 2, pp 106-115. Available at <http://www.ijeeee.org/Papers/312-CZ607.pdf>

**Muwagga, A.M,** Genza, M.G., Ssemulya, R,(2013). School Leadership and Denominational Identity: The Case of Roman Catholic-Founded Schools in Uganda. *American Journal of Educational Research*, 1(8), 327-333.

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**Blaak, M., Openjuru, G. L., & Zeelen, J.** (2013). Non-formal vocational education in Uganda: Practical empowerment through a workable alternative. *International Journal of Educational Development*, 33(1), 88-97.

**Biao, I., Esaete, J., & Oonyu, J.** (2013). The role of building learning cities in the rejuvenation of Africa. *International Review of Education*, 1-20.

**Kitara, D. L., Amongin, H. C., Oonyu, J. C., & Baguma, P. K.** (2013). Assertiveness and attitudes of HIV/AIDS orphaned girls towards education in Kampala (Uganda). *African Journal of Infectious Diseases*, 7(2), 36-43

**Anthony Mugagga Muwagga, Gyavira Musoke Genza & Rex Ssemulya** (2013) School Leadership and Leadership Indentity: The Case of Roman Catholic-Founded Schools in Uganda; *American Journal of Educational Research* Vol. 1No. 9 327-333

**M. Muwagga, N. Itaaga, W. S. Wafula** (November 2013). Challenges to Quality Primary and Secondary Education in Uganda; *Zimbabwe Journal of Educational Research*; Vol 25; No. 3.

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**Bateganya, N. L., Tukahirwa, T. J., Busulwa, H., and Hein, T.** (2013). Integrating Wetland Ecosystem Services into the Planning of Urban Landscapes in Developing Cities of East Africa: Lessons from European Riverine Wetlands and Floodplains. Emerging Scholars Ed., International Human Dimensions Programme on Global Environmental Change and Global Institute of Sustainability, Arizona State University, USA

**Mulabbi E, C Ayebazibwe, S Majalija, C Battern and C. Oura** (2013). Circulation of Blue tongue virus in goats in the Karamoja region of Uganda. *Journal of the South African Veterinary Association*

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## **CONFERENCE PAPERS**

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**Openjuru, G.** (2013). Community University Engagement that facilitates real added value. 6th International Barcelona Conference on Higher Education: Lets build transformative knowledge to drive social Change . Barcelona: GUNi . May 13th to 15th 2013.

**Openjuru ,George L.** (2013) The role of parents in improving early grade reading a paper presented in a Research and Advocacy Colloquium-African Story Book Project from 16th to 20th October 2013.

**Openjuru, George L.** (2013) Widening Access for women and girls in Higher Education at Makerere University through the gender mainstreaming initiatives, Strand: Re-Thinking access-Deconstructing traditional Assumptions about higher Education systems and their implication for access policies and programmes. A paper presented at the First World Congress on Access held in Montreal Canada from 5<sup>th</sup> to 10<sup>th</sup> Oct 2013.

**Openjuru, George L. and Walter Shirley** (2013) Knowledge, Engagement and Higher Education in Sub-Saharan Africa a paper presented at a Higher Education in World Five: Knowledge, Engagement and Higher Education, Re-Thinking Social Responsibilities an Academic Seminar, held at the University of Victoria in Canada from 6<sup>th</sup> to 7<sup>th</sup> March 2013.

**Busulwa H** (2013). Implementing TESSA Secondary Science: learning from the experience and the implications for partnership working" Paper presented at the Distance Education and Teacher Education in Africa Conference Nairobi, Kenya 30 July – 1 August 2013.

**Peter Neema-Abooki** (2003). Management of Research at Makerere University: Supervision-Perspective at the College of Education and External Studies. Paper presented at the Mbarara University of Science and Technology (MUST) 9<sup>th</sup> Annual Research Dissemination Conference held on **Thursday 14th November 2013**. The theme was: "Innovative Research for Sustainable Development".

**Fred E. K. Bakkabulindi** (2013). "Planning the Doctoral Journey" Paper presented at the East African School of Higher Education Studies and Development (EASHESD), Makerere University, first **Doctoral Colloquium on Research in Higher Education** on Thursday **14<sup>th</sup> November 2013**

**David Onen** (2013) "Conceptualization and the Use of Theory in Educational Research" Paper presented at the East African School of Higher Education Studies and Development (EASHESD), Makerere University, first **Doctoral Colloquium on Research in Higher Education** on Thursday **14<sup>th</sup> November 2013**

**Opolot Okurut Charles** (2013) Mathematics Instruction as an integral component of education for sustainable development (ESD): Uganda experiences and efforts. A national paper presented to the 4<sup>th</sup> African Regional Congress of the International Commission of Mathematical Instruction (AFRICME4) 11<sup>th</sup> – 14<sup>th</sup> June Maseru Lesotho

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to the 2nd Strathmore International Mathematics Conference 12-16th August 2013, Nairobi Kenya

### **PROJECT REPORTS**

Bateganya N, L., Tukahirwa J., **Busulwa H.**, & Hein T (2013) Integrating wetland Ecosystem Services into Planning of Urban Landscapes in Developing Cities of East Africa: Lessons from European Riverine Wetlands and Floodplain. UGEC Viewpoints No.9

### **DISSERTATIONS AND THESES**

**Nakawuki, R.C.**, & Muriuki, P.K. (2013). Malnutrition in HIV seropositive children aged 6 to 59 months: *A Case of Institutional Care and Home-Based Care in Nairobi* (Doctoral dissertation).

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**Itaaga N** (2013) “The Role of Stakeholders and its Implications on the Internal Efficiency of the Universal Primary Education Programme in Eastern Uganda” (Doctoral dissertation).

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