

Teaching ICT or teaching with ICT: What is happening in selected education institutions in Uganda?

CEES SEMINAR SERIES
16 April 2013

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Overview of PanAf Project: 2007- 2011

- The PanAfrican Research Agenda for the pedagogical Integration of ICT Project was a multi-institutional partnership project with a focus on tertiary level research institutions, attached to universities in participating countries.
- Participating countries included: Cameroon, Central African Republic, Congo Brazzaville, Cote D'Ivoire, Tunisia, Ghana, Kenya, Mali, Mozambique, Senegal, South Africa, Uganda and Zambia

PanAf Overview

- Supported by the International Centre for Development Research (IDRC), a Canadian organization;
- Coordinated by the Research Network for West and Central Africa (ERNWACA) and the University of Montreal, the lead international institution.

Main research objective

To better understand how and under what circumstances the pedagogical integration of ICT can substantially improve the quality of teaching and learning at all levels of African education systems



Specific Research Objectives

1. To collect, analyze and share high quality data on the pedagogical integration of ICT across Africa;
2. To describe and analyze the role of access and connectivity, other resources, school management, administrative personnel and the larger community in the integration of ICTs;
3. To describe and analyze how and under what circumstances can innovative ICT in education strategies improve equity and the quality of teaching and learning in African contexts

Specific Research Objectives

Contd

4. To make recommendations to teachers, school principals and teacher training institutions, with regards to their use of ICT in African educational contexts;
5. To make recommendations to political leaders, with regards to ICT-education policies and ICT-curricula to be developed or implemented in specific countries

Uganda: Methodology and Findings

- This specific presentation explores whether there is physical and pedagogical integration of ICT in Ugandan education institutions and the challenges to effective integration;
- It draws mainly from the PanAf project data that has been uploaded on the Observatory - www.observatoreitic.org

Methodology

- The design was both quantitative and qualitative:
- A mixed methods approach was used in the collection of data which consisted of:
 - self administered questionnaires,
 - one on one in-depth interviews,
 - focus group discussions and - observation
- Eleven educational institutions were included in this study in Uganda;
 - five (5) were primary schools,
 - four (4) secondary schools and
 - two (2) tertiary education institutions
- All the institutions were of mixed-sex except one which was a girls' only secondary school
- The institutions were purposively selected from rural, semi urban and urban areas of Uganda.
- Eight of the institutions were public and only three private

Findings

- Distinction between two different types of ICT integration in an education context:
 - (i) **Physical integration** consists of making technological equipment available to teachers and students and promoting its use (Introduction and/or deployment of technologies in the educational institution)

The research revealed that physical integration was the predominant practice in the majority of Education institutions in Uganda

Findings Contd...

ii) **Pedagogical Integration** of ICT means the appropriate, habitual and sufficiently regular use of ICT in order to produce beneficial changes in educational practices and improve students' learning;

It is further identified as the routine use of ICT in the teaching and learning processes – student learns and socialises through a multitude of interactive and communication channels

Findings Contd...

- The findings revealed that education institutions are at different stages(infancy) in pedagogical integration of ICT with differences between public and private schools, rural and urban schools
- More secondary schools taught with ICT compared to primary. There was a noticeable difference in teaching with ICT in science subjects as compared to arts in both secondary schools and tertiary institutions.

Findings Contd...

- Some of the factors for the apparent limited pedagogical integration of ICT were reported to include among others:
 - Lack of training in pedagogical integration of ICT,
 - Inadequate capacity to develop digital content;
 - Negative attitudes and behaviors of teachers towards use of ICT(technophobia)

Recommendations

- Measures are needed at the level of policy, teacher training and education institutions to ensure that ICT is not only taught as a subject but also used as a tool/methodology for effective teaching and learning
- Recommendations for improvement of education outcomes through both physical and pedagogical integration of ICT were addressed to :
 - policy makers,
 - Academic researchers,
 - Teacher-trainers,
 - Education Institution managers, and teachers

3 brochures of recommendations from the Panaf project research team

- » Teachers and school directors
- »»» ict-africa.org



When
technology
makes a
difference:
12 ways to
optimize the use
of ICT at your
school

Thank You



For more information

- www.observatoiretic.org (PanAf Observatory) and
- The PanAf Web portal at: www.panaf-edu.org