PREAMBLE.

The School of Education trains Graduates who obtained first degrees and have two teaching subjects to become professional teachers in Secondary Schools and tertiary institutions of learning. The trainees obtain a Post Graduate Diploma in Education (PGDE). The course lasts One Academic year with Teaching in Two Semesters and Industrial Training in form of School Practice during the recess term of the year.

PROGRAMME OBJECTIVES

The overall objectives of the PGDE Programme is to prepare teachers/educators with adequate knowledge, skills and understanding of issues necessary for designing, implementing, teaching, supervising and evaluating curricula and programmes. The PGDE programme is intended to:

1. Introduce the Graduate Trainee to various aspects of Education that enable them to use their learnt content during undergraduate levels to enable them become educators at Secondary Schools and Technical / Tertiary Institutes colleges.
2. Train the graduate in Teacher education to broaden their knowledge in teaching Subjects they have graduated.
3. Equip the trainee with Instructional skills to handle the teaching of Post Primary and Secondary subject
4. Train the graduates to manage various aspects to educational components in Ministries, Universities, and other educational institutions

TARGET GROUP

The programme targets applicants who have graduated training and show competence and specialization in at least two teaching subjects. The mode of selection is based on subject combinations as described below. Applicants should have obtained a second class degree during the graduate and should have shown referenced academic advancement in case of those with pass degrees.

STRUCTURE OF THE PROGRAMME

The Programme shall be run on a semester system consisting of four semesters. Each semester shall last 17 weeks, with 15 weeks for Instruction and 2 weeks of examination. The Programme is structured to have a maximum of 18 credit units per semester including tutorials / seminar series.

Students undertaking the Post graduate Diploma in Education shall do Core Courses in Educational Foundational; Curriculum Studies; and Psychology of Education. In addition they will train to handle teaching in educational programmes of their specialization in addition to handling specific issues in two subjects of their areas of specialization. The main areas of training in PGDE are in Science and Mathematics Education, Social Sciences and Arts Education, and Language and Literature education highlighted as follows.

a) Science and Mathematics Education

Applicants who are graduates can train as Teachers in two of Science Education subjects that include Agriculture Education, Biology Education, Chemistry Education, Environmental Education, Mathematics Education, Physics Education and Physical Education. During the
training, broad issues in science and mathematics are instructed to the trainees in addition to in-depth areas of specialization that enable the graduate teacher to become a science teacher. Training of Science teachers in a Mandate of the Department of Science and Technical Education (DOSATE).

b) Socio Sciences and Arts Teacher education

Applicants who are graduates in Arts or Social Science Subjects. The learners are trained in General Issues of handling Socio Sciences and Arts education before they specialize in specific areas that include History Education, Geography Education, Christian Religious Education, Islamic Religious Education, Art Education, Geography Education, Economics Education. Training of Socio Sciences and Arts Education Teachers in a Mandate of the Department of Socio Sciences and Arts Education at the School of Education.

c) Language and Literature Education

The Department of Language Education is mandated to train language teachers at the School of Education, Makerere University. It offers both foreign and African languages Education. Among the foreign languages are English, German, French and Arabic. Luganda, Kiswahili and Runyakitara are the African languages offered in the Department. The department is broadening its scope to be able to handle other languages. General issues in language education are taught to the learners before they specialize in specific areas of language education.

The PGDE programme has been reviewed to incorporating contemporary and universal issues like gender and also equipping the trainees with a strong background of contextual awareness and analysis of pedagogy. These pertinent issues have come as feedback from our students, external examinations, educational reports, outreach programmes and revelations from research. Furthermore, its important for the various department to cope with changes in policy and outcomes such as the thematic curriculum employed in primary, secondary and tertiary institutions and these are incorporated in the teaching from time to time. Hence PGDE student teachers will be equipped with knowledge and skills necessary to teach competently in the ever changing global trends.

SUBJECT COMBINATIONS

All PGDE learners shall have to do

1. Educational Foundation Courses in Semester 1 and 2. These include
   a. A Core Educational Foundation in Each Semester
   b. A Core Curriculum Course in Each Semester
   c. A core Education Psychology Course in Each Semester.
2. Compulsory Core Teacher education course at the Department where learner is registered
3. Specific training in methodology of Two Teaching Subjects in units at the Department where learner is registered.
4. Compulsory Seminar Series in which topical issues in relation to the subjects of specialization shall be conducted and evaluated as course contributing to the award.
5. School Practice – teacher training for six - eight weeks
The Subject Combinations are as follows

a) PGDE with specialization in Language and Literature Education Subjects.

<table>
<thead>
<tr>
<th>Subject I</th>
<th>Subject II</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Literature in English</td>
</tr>
<tr>
<td>Luganda</td>
<td>With either one of the following:</td>
</tr>
<tr>
<td>Kiswahili</td>
<td>Geography, History, Economics, RS,</td>
</tr>
<tr>
<td>German</td>
<td>IRE, Political Education, Entrepreneurship</td>
</tr>
<tr>
<td>French</td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td></td>
</tr>
</tbody>
</table>

b) PGDE with specialization in Social Sciences & Arts Education

<table>
<thead>
<tr>
<th>Subject I (From Soc. &amp; Arts)</th>
<th>Subject II (With either one of the following)</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Any Language (not literature) R/S, IRE,</td>
</tr>
<tr>
<td>Geography</td>
<td>Economics, Political Education, Entrepreneurship</td>
</tr>
<tr>
<td>Economics</td>
<td>Language, History, Political Education,</td>
</tr>
<tr>
<td></td>
<td>Geography, R/S, IRE</td>
</tr>
<tr>
<td>Religious Studies (RS)</td>
<td>Language, History, Political Education,</td>
</tr>
<tr>
<td></td>
<td>Geography, Economics, Entrepreneurship</td>
</tr>
<tr>
<td>IRE</td>
<td>Language, History, Political Education,</td>
</tr>
<tr>
<td></td>
<td>Geography, Economics</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Mathematics, Economics, Accounts</td>
</tr>
<tr>
<td>Fine Art (as double main)</td>
<td></td>
</tr>
</tbody>
</table>

c) PGDE with specialization in Science and Mathematics/Technical Education Subjects

<table>
<thead>
<tr>
<th>Subject I</th>
<th>Subject II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Biology</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Economics</td>
</tr>
<tr>
<td>Physics</td>
<td>Chemistry</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Biology</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Accounts</td>
</tr>
</tbody>
</table>

JUSTIFICATION

The production of qualified teachers is critical in supporting Government efforts to provide quality Education and technology to drive Uganda’s economic growth and development. The PGDE program provides an opportunity for graduates to become teachers. These are people who would normally have completed their graduate training and are capable of becoming professional teachers after going through an intensive teacher training program. Applicants are usually motivated by the choice to become teachers after their graduate training by
acquiring professional and pedagogical competencies. The program integrates ICT, gender and other contemporary issues in the three areas of specialisation to make. It is hoped that through this strengthening of the Programme, graduates will have a more hands – on capability in both methods and content of their subject areas.

OUTCOMES

1. Trained Teacher Educators / Tutors/ Lecturers of content and methods in teacher education institutions and other tertiary institutions.
2. Department heads, and teachers in secondary schools.
3. Inspectors or subject related administrators, managers or supervisors in the Ministry responsible for education, in the districts and with NGO’s providing education services.
4. Subject specialists in the National Curriculum Development Centre and institutions with similar functions.
5. Capacity to deal with various issues of curriculum management hence modifying syllabi in various subject areas.
6. Subject specialists with the Uganda National Examination Board or other examination boards with similar functions.
7. Graduates who can deal with examinations assessments and applications of their areas of specialisations in Education
8. Develop additional capacity for graduates to be able to participate in education and learning

RESOURCES
The resources in the School of Education are adequate to run the Programme. All lectures are involved in running of the programmes. There is adequate space and laboratories. Training teachers have opportunity to interact with the child learning center and participate in outreach programmes with Secondary Schools. Service units within the University also participate in content instruction depending on the area of specialization. Resource centers and computer laboratories located at each department also provide additional instructional materials.

FACILITIES
The Programme largely depends on scholastic materials available in Makerere University, Education Library, The main University Library and the Department Book Bank, departmental library, computers, reprographics equipment and specialized laboratory and workshop equipment.

SPACE
The Programme shall utilize existing space at the School of Education.

FUNDING
The Programme shall be self sustaining. The rate of fees shall be determined by the University Council in accordance with the delivery of the PGDE programme.

GENERAL REGULATIONS
The common regulations and guidelines for degrees and diplomas of Makerere University shall be applicable in regard to application, registration, research and graduation.
ADMISSIONS REQUIREMENTS
The following shall be the target group for this Programme; B.Sc. and B.A holders or other graduates with subjects (taken at the university) relevant to secondary school education. Mode of Selection shall be based on subject combinations with fine art as double main.

DURATION
The duration shall be of full time studies lasting two semesters in one academic year.

GRADING OF COURSES

a) Each course shall be graded out a maximum of 100 marks and assigned appropriate letter grades and grade point average as follows:

<table>
<thead>
<tr>
<th>Mark (%)</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - 100</td>
<td>A</td>
<td>5</td>
</tr>
<tr>
<td>75 - 79.9</td>
<td>B+</td>
<td>4.5</td>
</tr>
<tr>
<td>70 - 74.9</td>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>65 - 69.9</td>
<td>B-</td>
<td>3.5</td>
</tr>
<tr>
<td>60 - 64.9</td>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>55 - 59.9</td>
<td>C</td>
<td>2.5</td>
</tr>
<tr>
<td>50 - 54.9</td>
<td>C-</td>
<td>2.0</td>
</tr>
<tr>
<td>45 - 49.9</td>
<td>D+</td>
<td>1.5</td>
</tr>
<tr>
<td>40 - 44.9</td>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>35 - 39.9</td>
<td>D-</td>
<td>0.5</td>
</tr>
<tr>
<td>Below 35</td>
<td>E</td>
<td>0</td>
</tr>
</tbody>
</table>

b) These additional letter shall be used where appropriate:
   W - Withdrawn from course
   I - Incomplete
   AUD - Audited course only.

c) The pass grade point per course is 2.0

d) No credit unit shall be awarded for any course in which a student fails.

PROGRESSION THROUGH THE COURSE
All students will be required to attend compulsory Seminar Series which will be part of the coursework on relevant topical issues in the programme. Progression through the course shall be assessed in three:
Normal Progression
This occurs when a student passes all courses taken.

Probationary
This is a warning stage and occurs if:

a) A student fails a core/compulsory course, or
b) A student obtains a grade point average (GPA) or a cumulative grade point average (CGPA) of less than 2.0.

Probation is removed when either of the conditions (a) or (b) no longer holds

Discontinuation
A student shall be discontinued from the programme if one of the following conditions obtains:

a) Receiving two probations on the same core/compulsory course
b) Receiving two conservative probations based on GPA or CGPA

Re-Sitting / Retaking a Course
A student may re-sit / retake a failed papers in accordance with University Regulations.

a) Pass it if the student had failed it before.
b) Improve the grade if the first pass grade was low.
c) A student who does not wish to retake failed elective course shall be allowed to take a substitute elective.

AWARD OF DIPLOMA

The Postgraduate Diploma in Education in Education shall be awarded to a candidate who has passed all prescribed courses

SUMMARY OF THE COURSES

1st Semester

<table>
<thead>
<tr>
<th>Code</th>
<th>Course names</th>
<th>LH</th>
<th>PH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>EDF 6101 Comparative, Historical, Philosophical and Ethical issues in Educational Foundations</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>CUS 6101 Curriculum Design, Development, Implementation and Evaluation</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>PSY 6101 Theories of Human growth and Development</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>EDU 6101 Seminar Series</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td><strong>To choose 1 in area of specialisation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>SSA 6101 Introduction to theories and practices of social sciences and arts education</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>LLE 6101 General Introduction To Language Teaching.</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
</tbody>
</table>
Elective | SCE 6101 | Instructional Resources and Materials in Teaching and Learning Science Education | 30 | 60 | 60 | 4 | 18

2nd Semester

**EDF 6201**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course names</th>
<th>LH</th>
<th>PH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core</td>
<td>EDF 6201 Sociological, Administrative and Economic theories and practices in Educational Foundations</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>CUS 6201 Teaching And Delivery Strategies Of Instruction</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>PSY 6201 Special Needs Education, Guidance and Counselling</td>
<td>30</td>
<td>60</td>
<td>60</td>
<td>4</td>
</tr>
<tr>
<td>Core</td>
<td>EDU 6201 Seminar Series</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course names</th>
<th>LH</th>
<th>PH</th>
<th>CH</th>
<th>CU</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTM 6201</td>
<td>Mathematics Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>STN 6201</td>
<td>Sciences Teaching Methods for Biology, Chemistry, Physics and Agriculture Education</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>PEM 6201</td>
<td>Physical Education Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>ELM 6201</td>
<td>English Language Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LTM 6201</td>
<td>Literature Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>GET 6201</td>
<td>Skills for Teaching and learning Geography.</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>HIS 6201</td>
<td>Specific Methods of Teaching History Education</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>ATM 6201</td>
<td>Art Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>ATM 6202</td>
<td>Craft And Design Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>LUT 6201</td>
<td>Luganda Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>RED 6201</td>
<td>Religious Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>GLE 6201</td>
<td>German Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>KLE 6201</td>
<td>Swahili Teaching Methods</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>FLE 6201</td>
<td>Methods Of Teaching The French Language &amp; Literature</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
<tr>
<td>POM6201</td>
<td>Methods of Teaching Plotical Education</td>
<td>15</td>
<td>30</td>
<td>30</td>
<td>2</td>
</tr>
</tbody>
</table>

Recess Term
The Candidate shall have to do School Practice during the Recess term after 2nd Semester where they are required to do hands on School Practice in Secondary Schools and invigilated for competences in teaching and teacher education to last six – eight weeks.

**PGDE CORE COURSES IN EDUCATIONAL PSYCHOLOGY**

**Preamble:**

Education Psychology is Core to All Education Students and it is the one that contributes to making graduates professional Teachers. Students will take two courses during the PGDE programme one in each Semester as follows:

**PSY6101: THEORIES OF HUMAN GROWTH AND DEVELOPMENT**

**Course Description:**
This is an introductory course in Educational psychology. The course exposes students to the nature of psychology, individual and social psychology, and the psychology of human learning. The first part deals with general aspects of psychology, while the second part deals with human learning as it relates to instruction. This course helps student teachers to understand the development of child and how this relates to its learning abilities. It covers the growth stages of a human being; factors influencing growth and development; cognitive, language and moral development and how these relate to learning.

**Course Objectives**
At the end of the course, learners should be able to:
- Appreciate various personalities and differences in behavior patterns
- Demonstrate appropriate coping and management strategies regarding psychological challenges such as stress, indiscipline and low self-esteem
- Examine various elements and types of learning theories
- Integrate theoretical knowledge into real life experiences
- Apply the basic concepts, skills and values acquired from cognitive and developmental theories into the teaching and learning situation
- Describe developmental changes and occurrences to teaching and learning
- Apply moral reasoning in the day to day interaction.

**Introduction to Social Psychology as applied to education**

**The Nature of Psychology**
- Definition, aims and goals of psychology
- Schools of thought
- Branches of psychology

**Psychology of Personality**
- Theories of personality e.g. Freud’s theory
- Structure of personality
- Personality Development
- Personality defense mechanism
- Individual differences: Personality; Intelligence; Emotion and cognition

**Psychological disorders**
- Anxiety, Dissociate, Mood, Schizophrenia

**Stress**
- Nature, Causes, Effects, Coping mechanisms

**Theories**
- Interpersonal relationships
- Children and affiliation, attraction, love
- Dimensions of group behaviour
- Decision making, Leadership and anti-social behaviour

**Attitudes and Attitude Change in education**
- Definition, formation and behavior
- Persuasion
- Cognitive dissonance

**Aggression and Violence at school**
- Definition, theories and factors
- Reducing violent behavior

**Prejudice**
- Definition, causes of stereotypes and formation
- Strategies to reduce prejudice at school

**Aspects of human learning and instruction**

**Nature and Scope Human Learning and Development**
- Basic concepts of growth, maturation and development
- Factors influencing human growth and development
- Implications on education

**Learning Theories**
- Nature of learning; definition, elements and types
- Cognitive theories; humanistic (Maslow) and social learning
- Associative theories; classical, operant, instrumental etc
- Connectionist theories; Thorndike
- Forgetting, motivation and memory
- Learning, study habits and reading skills

**Motivation**
- Theories
- Reinforcement and punishment
- Teachers role

**Memory**
- Levels of memory
- Measuring memory
- Improving memory
- Amnesia
Nature and scope of human growth and development
- Definitions of growth and development and purpose of its study
- Genetic foundations of human growth and development
- Chromosomal abnormalities
- Factors that influence growth and development
- Stages of human growth and development
  - Prenatal stage, Childhood, Adolescence, Adulthood, Development, Adulthood

Motor and Psychomotor Development
- Educational implications for the teacher.

Language Development and Its Implications
- Communication: representation & language.
- Language development up to adolescence: phonemes, semantic, morphemes, syntax and pragmatic development.
- How the teacher can help the student develop good language skills.

Cognitive Development
Definition
- 6 – 12 yrs: concrete – operational. Attention, memory & processing of
- Formal operational. Ability to think scientifically, conceptualization and reasoning in adolescence
- Factors influencing intellectual development and achievement
- Instructional and learning strategies
- Educational implications for the teacher.

Social growth and Development
- Scope
- Erickson’s Psychological theory
- Educational implications of social development.

Moral growth and Development
- Kohlberg’s theory levels and stages. His moral evaluation. Criticisms of Kohlberg’s stages.
- Morality of human acts.
- Sources of morality conscience
- Moral law
- Educational implications of moral development.

Reading list

PSY 6201 SPECIAL NEEDS EDUCATION, GUIDANCE AND COUNSELING

Course Description
This course trains teacher trainees on how to handle children with special needs. It covers types of special needs such as visual and hearing impairment, learning impairment, mental retardation, giftedness, sensory and motor disorders, and communication disorders. This course provides the learner with principles and skills and attitude necessary for dealing with individual and learner challenges at school and beyond. It aims at empowering the trainee to carry our counseling and guidance at school.

Course Objectives
The course is intended to achieve the following objectives:

- To enable learners to define and describe guidance and counseling and the difference between the two aspects.
- To enable the learners analyze the components of guidance.
- To enable the students to appreciate the role of career guidance, counseling therapies and counseling services.
- To equip learners with skills and techniques of counseling.
- Acquire knowledge of how to handle children with exceptionalities within their classes.
- Assess the performance of disabled students.
- Develop special materials to be used in the teaching of children with disabilities.
- Appreciate the simple remedies to be performed on children with disabilities in terms of medical intervention and rehabilitation.

Course Outline

Nature of Special Education
- Foundation of Special Needs Education
- Assumptions of special needs
- Service delivery

Visual Impairment
- Types of visual impairment
- Causes of visual impairment
- Historical perspective
- Characteristics of visually impaired
- Measurement of visual impairment
- Educational intervention

Hearing impairment
Elementary hearing impairment
- Categories of hearing impairment
- Characteristics of hearing impairment
- Assessments of hearing impairment
- Effects of hearing impairment
- Educational intervention services
- Sign language

Learning Disability
- Types of learning disability
- Etiology of learning disability
- Assessment of learning disability
- Educational intervention services

Mental Retardation
- Classification of mental retardation
- Etiology of mental retardation
- Assessment of mental retardation
- Intervention services

Giftedness
- Characteristics of giftedness
- Causes of giftedness
- Assessment
- Educational intervention

Sensory – Motor and Health Disorders
- Types
  - Classification, musculo – skeletal and neurological
  - Health disorders & Etiology
  - Characteristics of physically and health disorders
  - Educational intervention services

Communication Disorders
- Processes of communication: encoding & decoding
- Basic tools of communication
- Types of communication disorders
- Causes of communication disorders
- Characteristics
- Diagnostic communication disorders
- Intervention services

Scope of guidance and counseling
- Distinction between guidance and counseling
- Assumptions upon which guidance and counseling is based
- Historical perspectives
- Justification for guidance and counseling

Factors Influencing Guidance and Counseling
- Sex/guidance, Environment, Personality, Religion, Level of training, Individual differences

Qualities of an Effective Counselor
Components of Guidance and Counseling
- Orientation; Educational career; Social; Pastoral; Keeping up-to-date –
  Records; Follow-up services; Home-school liaison.

Basic Counseling Skills
- Communication, listening, response and others

School Discipline
- Definition
- Factors influencing discipline
- Mechanism of discipline in a learning institution

Theories of counseling
- Perpetual, Behavioral, Rational emotive, Psyccho-analytical, Gestalt

Theories of career choice
- Donald Super; John Holland; Anne Rose; Eli Ginzberg

Basic counseling skills
- Communication, Listening, Responding

School discipline
- Factors influencing
- Mechanisms of ensuring discipline

Sex and Sexuality
- Clear distinction between the two
- Sex and sexuality, Sex education, Sexuality issues
  - Ego, Self-esteem, Self concept, Love and belonging

Theories of Temperament
- Introversion
- Extroversion
- Stable and Unstable theories

Counseling of the Adolescents
- Characteristics of an adolescent
- Vulnerability of adolescents
- Adolescent behavior
- Coping with adjustment challenges

Reading List

**PGDE CORE COURSES IN EDUCATIONAL FOUNDATIONS AND MANAGEMENT**

**General Description**
The Department of Educational Foundations and Management offers courses in the six disciplines of educational foundations to Post graduate Diploma students. These include Comparative and International Education, Economics of Education, History of Education, Educational Administration and Planning, Philosophy of Education, and Sociology of Education. The course explores key education issues in order to help students develop a comprehensive theoretical framework important to professional educationists. The PGDE Course in Educational Foundations is a one year program (2 Semesters). The PGDE student takes three Educational Foundations Courses in each of the semesters of registration namely:

a) **EDF 6101 Comparative History, Philosophical and Ethical issues in Educational Foundations**

b) **EDF 6201 Sociological Administrative and Economic practices in Educational Foundations**

**Mode of instruction:**
- Lectures, Course Work, Group Work
- Seminars /Class Presentations

**Assessment pattern**

*Course work* 40% (Course Work, Tests, Seminar Presentations, Attendance).

*Final examination* 60%

*Total* 100%

**Responsibility of students**
- Regular attendance,
- Do all course works / tests
- Participate in class discussion/seminars
- Engage in research reading (Reading Lists, Library, Internet & Newspapers etc)

**Responsibility of course Instructor**
- Regular teaching of students
- Examine and assess students
- Engage in research
- Offer assistance to students

The Department of Educational Foundations offers the following courses to all graduate education diploma Students.
EDF 6101 COMPARATIVE HISTORY, PHILOSOPHICAL AND ETHICAL ISSUES IN EDUCATIONAL FOUNDATIONS

Course Description
The course covers a wide range of educational issues in comparative education, History of Education, philosophical and ethical issues in education. This course is designed to acquaint teacher trainees with the relevant theories, historical developments and contemporary issues in education. Through this course students are exposed to the changing trends and developments in education, philosophical approaches to education and comparison of educational systems, policies and practices. This will help them to address the educational challenges and contribute to reform efforts within the field of education.

Course Objectives
By the end of this course, students should be able to:

- Explain the key concepts of the educational foundational disciplines of comparative, history, and philosophy and ethics issues.
- Explain the relationship between education and development.
- Analyze the issues, and challenges facing education systems in an era of change.
- Compare and contrast educational systems and highlight key issues to utilize in an effort to improve education systems.
- Analyze educational thoughts, their contributions and influence on educational development.
- Evaluate evolution of education over ages.
- Explain why education system in Uganda is as it is today and plan for any changes on the past experiences.
- By the end of this course, a participant will have appreciated the meaning of education according to various schools of philosophical thought.
- The participant will have grasped arguments for or against competing aims of education: namely, education as socialization and individuation.
- The participant will be able to critically and responsibly engage issues regarding child rights and responsibilities.
- The participant will be able to critically and responsibly engage issues teachers’ rights and responsibilities towards pupils, parents and society as a whole (Ethical Code of Conduct).

Course Outline

Historical Development of Education
- The concept of education and history of education.
- Functions and sources of history of education.
- The cradle of Early Civilization and Education. (Babylonians, Chinese, Greek, Romans and Egyptians).
- African Indigenous Education,
- Introduction of foreign Education in Uganda (Islamic & Christian Education).
- Partnership in the Control of Education
- The search for a relevant Education: Curriculum changes in Uganda’s education
- Debate on Language of instruction
- Private sector participation in education
Challenges of independence to education (search for a relevant curriculum, Equality and equity in education (Gender, special needs)
Legal framework of Uganda education

Comparative and International Education

- Development / Origins of Comparative Education
- Justification for Comparative Education.
- Approaches &Theories of Comparative Education,
- Factors Affecting Education Systems (Natural, Religious, and Ideological factors).
- Persistent issues in education (Intrinsic and Extrinsic Problems)]
- Education and national development
- Educational Reforms in Uganda (UPE, USE, Compulsory Science at O’Level, Thematic Curriculum, Vocationalization of Education, Teacher Education Reforms, etc).
- Quality Education
- Education Systems Compared - Uganda and any other foreign system of education e.g. USA, British, Japan, etc.
- -Aims, Administration, Finance, Structure, Curriculum, Research, Evaluation/assessment of Uganda’s Education System.

Philosophical and Ethical issues in Education

The Course Outline
- Meaning and aim of Education: Socialization and as Individualization as aims of education
- Paulo Freire: Exploring neo-Marxist Critical School regarding the aims of Education
- Jean Jacque Rousseau’s naturalism in Education (Emile)
- Issues on Child rights and Corporal Punishment
- The Idealist/Realist Debate on the meaning, methods, and purposes of education
- Idealism and Ethical Conduct of the Teacher: The problematic Issue of declining Teachers’ Self-esteem vis a vis Ethical views on the Dignity of work
- Personal refinement: Points in regard to General Ettiquette (Personal Hygiene, Dress Codes, Titles of Honour, etc)
- Dewey’s Pragmatism, The Theory of Communicative Action (Dialogical Rationality) and Education
- Intersubjectivity: Job application, CV writing and Interviews
- Intersubjectivity: Responsibly handling relationships with bosses (changing views on the nature of authority or leadership), peers, students, and parents etc. in a school.
- The Do’s and Don’ts of Office management: Time Management and Orderliness of the Work space.
- Uganda’s Teachers Professional Code of Conduct

References


Odaet & Bbuye J.R. (1997) Comparative Education Makerere University:


Uganda Teachers’ Code of Conduct, 28th March 1996.


EDF 6201 SOCIOLOGICAL ADMINISTRATIVE AND ECONOMIC PRACTICES IN EDUCATIONAL FOUNDATIONS

Course Description
The course is divided into 3 sub sections namely: sociological, administrative and economic issues of Education. The course exposes students to theoretical and practical issues in the disciplines of sociology, administration and economics. The course will enable students to relate sociological issues in education. It will also equip students with different administrative styles and principles which are crucial in the day to day management of education institutions. The students will be equipped with knowledge on economic theory and practice as it pertains to educational systems and their impact on economic growth and development.

Course Objectives:
The course is intended to enable students to:
- Explain the key concepts of the educational foundational disciplines of administration and planning, sociology and economics of education.
- To apply sociological theories and concepts in the teaching and learning process.
- To explain theories of educational administration and management, and relate them to Uganda’s educational system.
- To examine the economic nature of education and the economic factors that affect educational institutions.

Course Outline

Sociology of Education
- Nature and scope of sociology of education and relevancy to teachers.
- Basic sociological concepts in sociology of education
- Theoretical approaches to the development of sociology of education
- Social mobility and education, School as social organization
- Home environment and education, concept of (SES) and school achievement
- Rural-urban disparities and education
- School dropout problems in African Countries
- Classroom interaction and school culture, School social climate
- Contemporary social problems in schools
- Teachers’ role and community, Teaching profession and challenges in developing countries.
- Education and social change, Contemporary issues in education
- Problems of education expansion and reform

Educational Administration
- Organizations: Their nature, types and how they come into existence.
- Educational administration: Its meaning, purpose, principles and qualities of an effective administrator.
- Basic Concepts: Major movements and theories of educational administration.
- Roles of a Head teacher: Chain of Command, Professional and Accountability roles.
- Leadership in educational administration: Differentiate between Rost’s Concept leadership and management; theories and styles of leadership; power and authority.
- Pupils Control and Discipline
- The Structure and Control of Education Systems in Uganda
- The Contemporary issues in Educational Administration: Decentralization, UPE, Management Committees, PTA.

Economics of Education
- Meaning of Economics of Education; Education as consumption and investment expenditure; Implication of the distinction for education investment.
- The Link Between Education and Development
- The Human Capital Theory; The modernization Theory
- The role of Education in the following
- Health care; Population control; Gender; Rural development; Economic growth; Income distribution; Poverty reduction; Democratic governance
Introduction to Educational Planning
- Basic information needed by educational planners; Benefits of Educational Planning; Cost of Educational Planning.
- Educational finance, budgeting and auditing
- Human Resource Approach; Cost Benefit Approach; Social – Demand Approach
- Educational Financing - Private versus public financing of education; Foreign Educational Aid; Tuition-free versus Tuition-fee education; Grants, Loan scheme, Voucher system, Cost Analysis in Education
- Need for cost analysis; Unit cost of education; Conceptual methodological and socio-political considerations of cost analysis.
- Efficiency in Education - The concept of efficiency; Different dimensions of efficiency in education; Efficiency issues in Uganda’s education system; Suggested ways of enhancing educational efficiency in Uganda.
- Equity Considerations in Education
- The concept of equity in education; Different dimensions of equity in education
- Equity issues in Uganda’s education system; Suggested ways of improving the equity situation in Uganda’s education system.

References


PGDE CORE COURSES IN CURRICULUM STUDIES

These are offered at the Department of Curriculum Studies
CUS 6101: CURRICULUM DESIGN, DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Course Description:
This course introduces teacher trainees to the underlying principles and practices of curriculum design, development, implementation, and evaluation as a conceptual framework to shape their practices as teachers. This course also orients teacher trainees to the various patterns of curriculum design. The course also highlights the factors that underlie different curricula designs that teacher trainees need to understand in order to make sense out of the school curriculum and instruction. This course that also attempts to equip the students with knowledge and skills to plan, design and grade a test. In the course trainees are exposed to various ways of assessing learners.

Course Objectives/Aims:
This is core foundational course that aims to provide students with a theoretical and practical understanding of basic concepts in curriculum studies so as to ground their practice in teaching. Teacher trainees should be able to appreciate the centrality of the processes of curriculum design, development, implementation, and evaluation to a practicing teacher. This course aims at assist the teacher trainees gain a better understanding of the centrality of evaluating learning to school and educational improvement, as well as prepare them for their role as evaluators in education and training.

Upon successful completion of the course, teacher trainees should be able to:

1. Explore the basic concepts of curriculum studies and their application to the current school curriculum
2. Discuss the factors and theories that influence a curriculum and the implications of these factors to teaching and learning
3. Examine the various patterns and models of curriculum design and application in the curriculum development process.
4. Determine the relationship that exists between the curriculum elements and how they can be applied during the teaching and learning process.
5. Drawing on the basic principles of curriculum and instruction to modify any curriculum to fit specific class situation/context.
6. Develop an understanding of their role in curriculum and student evaluation.
7. Construct and use various assessment instruments in diverse educational settings.
8. Develop skills for continuous self and peer evaluation for professional development.
9. Develop capacity for deeper reflection on their professional practice as prospective teachers, researchers and curriculum developers.

Course Outline:
Defining curriculum
Implications of the various definitions of curriculum to the Ugandan schools

The concept of curriculum:
Stakeholders in the curriculum. Stakeholders concerned about the curriculum. School curriculum, education, training and development, the relationship educational knowledge an the curriculum. The importance of curriculum studies to the curriculum teacher.
Dimensions of the curriculum and their characteristics:
Total curriculum; Formal curriculum; Non-formal/extra curricula/co-curricula, Informal/Hidden Curriculum, The planned curriculum and the received curriculum, Null curriculum

Elements of the curriculum and their relationships:
- Educational Objectives, Bloom’s Taxonomy of educational objectives, Formulation of educational objectives,
- Content and learning experiences, Principles and criteria for selecting content
- Organization of content and learning experiences

Classification of objectives:
- The cognitive domain
- Affective domain
- Psychomotor domain

Sources of educational objectives:
- Societal needs, Learners’ needs, Philosophical issues, Psychology of learning.

Content and learning experiences:
- Criteria for the selection of content.
- Criteria for the selection of learning experiences.

Organization of learning experiences and content:
Criteria for the effective organization of learning experiences and content.

Determinants and Theories of curriculum:
Historical / philosophical determinants
Psychological determinants
- Piaget’s stages of intellectual development.
- Importance of Piaget’s stages to the curriculum.
Social, economic and political determinants
- Society as a factor in curriculum development.
- Politics and the curriculum.
- Economy and the curriculum.
- Culture and the curriculum.
Knowledge as a curriculum determinant
- Principles for the selection and organization of content.

Patterns of curriculum design/organization: Subject-centred design, Child/ activity/experience centered curriculum approach, The Core curriculum, Broadfields curriculum: Description; Justification; Criticism

Models of curriculum: Tyler’s model of curriculum planning (objectives/linear model), Wheeler’s Cyclic Model of curriculum planning, Obanya’s lino-cyclical model of curriculum planning:
- Description
- Merits and demerits of the model
- Similarities and differences
- The Process model by Prof. Skilbeck
The curriculum development process: Description, stages and processes of curriculum development, and the role of different curriculum development bodies/institutions e.g. NCDC.

Curriculum implementation: Factors for implementation, human resource, physical and financial, Role of the teacher and other stakeholders (e.g. technical supportive staff, voluntary agencies, parents, and local communities in curriculum implementation), Limitations to implementation, and detect any weaknesses in an existing curriculum and modify it accordingly.

Basic introduction to Curriculum Evaluation:

- Definition.
- Major aspects of evaluation.
- Forms of evaluation: Summative and formative evaluation (internal and external), advantages and disadvantages of formative and summative evaluations, Case Studies, forms of assessment in light of their purposes, criteria and principles and effects on various stakeholders, Continuous assessment and competence-based forms of assessment in Uganda’s primary schools, Summative Assessment (PLE and UCE), Types of assessment instruments in evaluating learning.
- The concept of evaluation, assessment, measurement, monitoring, appraisal, inspection and accountability (who is involved and why).
- Role of Curriculum Evaluation in Curriculum Development: Teacher’s role in curriculum and students evaluation (emphasize the place of feedback in the process).
- An overview of Bloom’s Taxonomy of educational objectives.
- Informal and formal approaches to evaluating learning and their role in informing teaching (e.g. verbal and non verbal, written in-class assignments and homework).
- Construction of assessment instruments (multiple choice, essays, structured and semi-structured), Administration of assessment instruments, Marking guides: purposes, types, construction and use, Organizing and interpreting students’ scores and report card writing.
- Other forms of assessment and evaluation: Portfolios (learners or teachers portfolios), Interviews, Individual/group presentation (peer assessment), Appraisal of the teaching and learning experience by students, Self evaluation (Teacher), Action research.

Introduce the dynamics and processes mainstream curriculum integration of contemporary issues in education including but not limited to HIV/AIDS and sex education, basic primary health education, e-learning, peace and civic education, democratic education, etc.

Learning Outcomes:

1. Plan a test using on the table of specification.
2. Write different types of assessment questions to test both lower and higher thinking levels.
3. Design a marking guide for a set test.
4. Effectively use teaching questions in a class discussion.
5. Students demonstrate a positive attitude towards assessment and its role in education improvement.

Teacher trainees should able to
1. Identify weaknesses in the current school curriculum.
2. Make appropriate suggestions for improving school curriculum.
3. Modify existing curriculum to fit specific class settings.
4. Write syllabuses in their respective subject areas.
5. Select and use appropriate models when designing a curriculum.

Method of teaching/delivery:
The following approaches will be used during the teaching and learning process:
Group work, interactive lectures, class discussions, and debates. The teaching–learning process is participatory offering teacher trainees both to share their experiences and to practically work on what they learn on a regular basis.

Mode of Assessment:
Coursework: Coursework will carry 40%
Examination will carry 60%. Total: 100% and the pass mark for this course is 60%.

Format of the Course Assignments:
1. Each student will be required to submit at least a memo weekly for a specific study material [book chapter, journal article, newspaper article,] assigned by the course convener. N.B. Students will randomly be called upon to discuss their memos.
2. Each group of students will be required to identify one controversial curricula issue at any level in the Ugandan education system, carry out research on it, and present to class during the semester.
3. Face-to-face session, students are grouped according to their major subjects. In subsequent sessions, students in their groups and individually using the National Curriculum Development Centre teaching syllabus identify topics to work with that are offered at secondary school level. Progressively, the topics identified are used to set a standard examination according to the principles of effective evaluation. In each session, at least forty-five minutes are set aside for this practical aspect of the course. In the 9th week, the examination is handed in and graded out of 40%.

Reading/Reference Materials:


**CUS 6201: TEACHING AND DELIVERY STRATEGIES OF INSTRUCTION**

**Course Description:**

The course explores the appropriate pedagogies that teacher trainees could apply to facilitate effective teaching and learning. The course is divided into 4 parts namely: Introduction, plan for teaching, classroom management and control, fieldwork. This course is intended to prepare teacher trainees to analyze and apply various teaching methodologies appropriate to the diverse educational settings in order for them become competent professional teachers in a rapidly changing world. This course also introduces trainee the role of educational technology and ICT in teaching and learning. The major focus is promoting hands-on experience of teacher trainee in creating and using their own instructional aids during content delivery or to select and utilize appropriate available educational media and technology.

**Course Objectives/Aims:**

Teacher trainees should be able to:
1. Explore the relationship between education, teaching and learning with a view to improving classroom practice.
2. Analyze the nature of the teaching profession in local and global contexts and reflect on their practice.
3. Demonstrate ability to plan, manage and execute teaching for effective learning.
4. Motivate trainees into becoming upright and competent professional teachers.
5. Allow students to learn and apply knowledge of a comprehensive list of teaching methods for a varied and challenging diverse learning processes for students at different proficiency levels.
6. Let student teachers through practical exercises in class and field work to undergo preparation for school practice.
7. Examine the emerging roles of educational technology and ICT to enhance teaching and learning.
8. Demonstrate an understanding of the processes of communication and the need to overcome its barriers in order to enhance the teaching and learning.
9. Analyze various instructional media and their application to effective teaching and learning in diverse contexts.
10. Design various instructional materials using locally available and affordable materials to enhance the teaching and learning process.
11. Use the computer to design instructional materials.
12. Discuss the challenges of Computer aided teaching and learning.

Course Outline:
1. The concepts of teaching and learning and their relationship to education.
2. The trends and challenges of the teaching profession.
4. Planning for teaching and learning: the syllabus, scheme of work, lesson plans, files and record keeping.
5. Generic Methods of teaching: Group discussion, role-play, problem-based learning, cooperative learning, project, study trips, simulation, Demonstration, seminar, laboratory teaching, work/case study. Individualized learning, Discovery, Games, Inquiry, Lecture, Visualization in Participatory Planning (VIPP), Team teaching, peer teaching, micro-teaching, resource-based teaching and learning.
7. Teacher effectiveness and efficiency: Qualities of an effective teacher, Carl Rogers insights to practicing teacher.
8. Classroom management and control: The concept of classroom management and control, examples of classroom control problems, Flander’s Interaction Analysis, the practical aspects in handling classroom management and control.
9. Use of Educational Technology and ICT to facilitate teaching and learning.
10. Communication process: Types of communication (verbal & non-verbal), Barriers and solutions to effective communication.
11. Alternative instructional media and delivery approaches: Types of Media (interactive and non-interactive), Visual aids: photographs, print media, charts, realia (modified, unmodified and specimen), models, puppets, Audio: Radio/cassette, CD Roms, (education broadcasting), Audio-visual: TV, VCR, CD Roms (Education tele-casting), Writing boards (chalk and ink boards), Resource based learning and resource centre development, Computer-aided learning (basic computer skills and e-learning),
Evaluation of the media effectiveness, ranking media effectiveness with the Edgar Dale cone of experience techniques of media selection.

12. Dale’s Cone of Experiences and its Application in creating appropriate teaching/instructional aids and evaluation of Media Effectiveness

13. Use of the Computer in Teaching and Learning
   - Searching the internet in an educational context, search engines, strategies etc.
   - Collaborative learning and collaboration on the net.
   - Pedagogical possibilities in using chat and net meeting at various educational levels.
   - Word processing and the writing process
   - Using digital images and other learning resources
   - Computers as a compensatory and supportive tool
   - The use of computer games in teaching and learning

14. Field work (6 hours)  (a) field work entails organized school visits where trainees are required to observe practicing teacher in action, i.e. lesson planning and teaching, marking, keeping records, etc and write a report (a journal): The report should include but not limited to the following aspects: Qualities of a teacher, Methods of teaching used for each unique situation, Areas of concern in the teaching and learning processes, Are teachers observed being professional? Files and record keeping.  (b) Individual student's project: Each student will choose models, realia, charts, or transparencies to use any of these to develop a teaching aid relevant to their discipline (subject area). Students prepare a write up on how they would use the teaching in the classroom situation. Marks will be awarded basing on creativity, applicability, and relevance of the aid.

15. School Practice: Files and record books, Orientation, Interpersonal relationships, Supervisor-supervisee relationship, Criteria for assessment

Learning Outcomes:
At the end of this course, trainees will;
   - Become effective teachers in diverse classroom settings.
   - Use relevant teaching methods to promote learning.
   - Become effective classroom managers.
   - Exercise and demonstrate professionalism
   - Create various instructional materials using locally available and affordable materials for the purposes of enhancing the teaching and learning process.
   - Select appropriate instructional media based on the subject content.
   - Use instructional media/aids effectively in the delivery of instructions.
   - Use the computer in teaching and learning.

Method of teaching/delivery:
The following approaches will be used during the teaching and learning process:
Interactive lectures, individual and group work, class discussions, demonstration, and class presentations

Mode of Assessment:
Teacher trainees will be assessed in the following ways:
**Course work**  Coursework will carry 30%
**Examination:** Examination will carry 70%. Total 100%. The pass mark for this course is 60%.

**Reading/Reference Materials:**

Gurbir K. J. (2004). General Methods of Teaching
PGDE CORE COURSES IN AREAS OF SPECIALISATION

SSA 6101: INTRODUCTION TO THEORIES AND PRACTICES OF SOCIAL SCIENCES AND ARTS EDUCATION

Course description
This course is designed to assist in the professional training of teachers who teach the arts and social sciences in the secondary schools. The range of social sciences and arts subjects include Economics, History, Geography, Religious Studies, Music, Political Education, Art and Craft. The course aims to introduce teacher trainees to the theory and practice of social sciences and arts education within the broader secondary school curriculum.

Course objectives
The course in theories and practices of social sciences and arts education is designed to assist prospective teachers to:-
1. Enhance their understanding of social sciences and arts education.
2. Analyze trends in the social sciences and arts education curriculum.
3. Examine the theory and practice in teaching social sciences and arts.
4. Examine the contemporary social science and arts education issues.

Course outline
1. Introduction to Social Sciences and Arts Education
   - An overview of social sciences and arts education
   - The social sciences – an ever challenging field
   - Social sciences delimited
   - Social sciences defined
   - Purposes of social sciences in the curriculum
2. Objectives of Social Sciences and Arts Education
   - The function of objectives
   - Educational objectives
   - Social ideals and educational objectives
   - Social versus personal objectives
3. Trends in the Social Sciences and Arts Education Curriculum
   - The social sciences and arts education curriculum
   - Range of social sciences and arts education offerings
   - Central trends in the social sciences and arts curriculum
   - New topics and new emphasis
   - General trends in secondary education
   - General trends in the social sciences and arts education
   - Legal status of the social sciences
   - Contemporary social sciences and arts education issues
4. The Social Sciences and Arts Education Teacher
   - The preparation of social sciences and arts education teachers
   - Special responsibilities, issues and problems
   - In-service growth
   - Keeping alive professionally
5. Translating theory to classroom practice

- Social sciences as a discipline
- Time concepts in teaching social sciences
- Social sciences criticisms

**Mode of Delivery, Evaluation and Assessment:**

**Mode of delivery:** The course will be conducted through lectures, discussions, group work and presentations.

**Assessment and Evaluation:** Assessment will include two written individual assignments contributing 10% each and a course test contributing 10% marks of the total 40% course work marks. At the end of the course, the student will take a final examination which contributes 60% of the total marks.

**References:**


**SCE 6101: INSTRUCTIONAL RESOURCES AND MATERIALS IN TEACHING AND LEARNING SCIENCE EDUCATION.**

**Course Description**
The course exposes the learner to basic and advanced techniques used in instructing science subjects. It deals with broad contemporary issues in science education in Uganda and the East African region. The course introduces student teachers to an in-depth analysis of how to prepare to teach, deliver lessons and to integrate innovations in science teaching. Develop and use teaching and learning resources in science. The course also looks at the use and management of the school laboratory, laboratory teaching and assessment of practical work.

**Objectives**
By the end of the course, the students should be able to:
- Discuss procedures involved in the effective instruction of science subjects
- Examine duties and responsibilities of the different science members in a science department
- Acquire skills in effective use of various theories in the teaching of science subjects in relation to the syllabi in Uganda and East African region.
- Acquire skills in laboratories, Integrate Indigenous science innovations, and use of various tools
- Analyze the various policies on science education in Uganda
- Describe the relationship between science, technology and society
- Articulate the problems of teaching secondary school science and suggest feasible solutions in relation to effective use of schemes of work and other aids

**Content**

1. Instructional methods and techniques for teaching science
2. Laboratory design, organization equipment and tools and management
3. Duties and responsibility of Head of department, Technician, Assistant technician and Laboratory attendant
4. Use of the environment for teaching
5. Selection, maintainace and ordering, and storing equipment
- Stills, water filters and deionizers, Microscopes and Microscopic techniques, Centrifuges, Incubators, dry block heaters and pH meter, Chromatography
- Management and care of laboratory organisms
- Preservation of plant and animal specimen, herbarium, and museums
- Preservation of natural colour
6. Field Surveys and Techniques
- Overview of basic techniques (Quantitative and qualitative)
7. Contemporary issues in science education in Uganda
8. History of science education in Uganda and its status in Uganda
9. Aspects of Policies and their implication to science teaching
10. Indigenous science and technological knowledge (ITK) and its integration into the science curriculum
11. Science, Technology and Society with Contemporary issues
   - Gender; Environment; HIV/AIDS; Globalization; Other issues
12. Preparation, acquisition and use of common apparatus/equipment
- Improvisation, Preparation of common reagents
13. Assessment of practical work

**Suggested Reading List**


LLE 6101: GENERAL INTRODUCTION TO LANGUAGE TEACHING.

1. Course Description
This course is intended to introduce the teacher trainee in the general and basic language and Literature aspects. Language learners get an experience in discussing the various challenges of language education in respect to teaching in secondary and tertiary institutions. Below are the details of the course.

2. Course Objectives
The course is intended to:
   i) Introduce the teacher trainee to basic issues in Language teaching.
   ii) Equip the trainee with skills for teaching Languages

3. Teaching Methods
The following methods will be applied.
i) Lecture
ii) Group work
iii) Peer Teaching
iv) Titorials

5. Course Content and Schedule

- The historical purpose and objectives of teaching language.
- Language syllabi at ‘O’ and ‘A’ levels
- teaching in primary and secondary schools
- Instructional materials and learning aids in language teaching.
- Classroom management issues
- Learner’s role in the teaching process
- Ethical and moral obligations of the teacher.
- The language policy: languages in Education
- language and society
- The Languages Teachers’ Association
- Research in Language Education.

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<tr>
<th>Week</th>
<th>Content</th>
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<td>1 - 2</td>
<td>The purpose and objectives of teaching language. Millenium Development goals Teaching National Education Goals and the Teaching Language.</td>
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<tr>
<td>3</td>
<td>Syllabus at ‘O’ and ‘A’ levels</td>
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<td>4 - 5</td>
<td>Luganda language teaching in primary and secondary schools Current situation The integrated approach to language teaching.</td>
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<td>6 - 7</td>
<td>Instructional materials and aids in language teaching.</td>
<td>4</td>
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<tr>
<td>8 - 9</td>
<td>Classroom management in language teaching learners’ role in the teaching process.</td>
<td>4</td>
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<td>10</td>
<td>Ethical and moral obligations of the teacher.</td>
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<td>11 - 12</td>
<td>The language policy and teaching.</td>
<td>4</td>
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<td>13 - 14</td>
<td>Language and society, The Language teachers’ Association</td>
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<tr>
<td>15</td>
<td>Research in Language Education</td>
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References

6. Carter D. Language Discourse and literature
SPECIALISED TEACHING METHOD COURSES

Students are supposed to select two courses in their areas of specialization.

BTM, CTM, PTM, ATM 6201: TEACHING METHODS (for Biology as BTM, Chemistry (CTM), Physics (PTM) and Agriculture Education (ATG))

Course Description

This course builds on the concepts discussed in the foundation courses i.e. Foundations of curriculum studies and Curriculum design, development and implementation. The course specifically looks at the methods used in Teaching Biology, Chemistry, Agriculture and Physics subjects emphasizing the methodology of their handling at secondary schools in Uganda.

Course Objectives

By the end of the course, a student should be able to:

- Appreciate the secondary school science curriculum from the colonial period to the present
- Analyze the impact different policies on science education in Uganda
- Describe the relationship between science, technology and society
- Articulate the problems of teaching secondary school science and suggest feasible solutions

Course Outline

- Design, analysis and presentation a science practical work
- Approach to Laboratory and other practical works, Health and safety. Scientific methods and design of experiments
- Policies and their implication to science teaching
- Contemporary issues of science education in Uganda
- The Status of Science education in Uganda in relation to Biology, Physics and Chemistry and Agriculture.
- Innovations in science and their relation to curriculum design
- Assessments used in Science subjects
- Handling of Practical lessons
- Specific resources and materials for teaching science subjects
- Preparing to teach
  - Types of syllabi
  - Scheme of work
  - Lesson preparation and planning
- Lesson delivery
- Peer teaching
- Application of ICT in teaching science
Mode of Delivery, Evaluation and Assessment

Mode of delivery: The course will be conducted through lectures, discussions, group work and presentations.

Assessment and Evaluation: Assessment will include two written individual assignments contributing 10% each and a course test contributing 10% marks of the total 40% course work marks. At the end of the course, the student will take a final examination which contributes 60% of the total marks.

Suggested Reading List

MTM 6201: MATHEMATICS TEACHING METHODS.

Course Description
This course equips prospective teachers with the knowledge of mathematics education in the world and in Uganda in particular. It prepares them to participate in of the curriculum development and change. It equips prospective teachers with leadership and management skills for management of mathematics departments. Introduce teachers to classroom research techniques. The course prepares prospective teachers in assessment and evaluation in mathematics. It gives them experience in the development of materials and resources for use in the teaching and learning of mathematics. The course also prepares prospective teachers in the teaching and learning of mathematics. It equips them with the knowledge, skills, methods and theories of teaching and learning mathematics and the rationale for teaching it. It aims at using participatory approach.

Course objectives
By the end of the course, students should be able to:
- Organize Assess and evaluate mathematics teaching and learning
- Name the types of assessment and evaluation
- Construct, administer and mark valid and reliable tests and examination, tests and practical mathematics
- Identify different types of teaching/learning resources and research using theories of learning.
- Use materials from the environment and culture to teach and learn mathematics
- Construct learning activities for teaching and learning mathematics
• Use ICT for teaching and learning mathematics
• Manage and head a mathematics department
• Explain the rational of teaching mathematics

Course outline

Part 1: Assessment and Evaluation:
1. Definition and dimensions of Assessment and Evaluation
2. Modes and Types of Assessment and evaluation in school mathematics
3. Current and alternative types of assessment practices
4. Tests and Examinations: Construction, characteristics, marking and correcting written work
5. Assessment and evaluation of practical work, problem solving investigations and projects

Part 2: Resources and Materials Development
6. What are teaching aids? What is their role in mathematics teaching? Types, sources and their use
7. Construction of teaching aids
8. Culture and environment in mathematics teaching
9. Using ICT for teaching and learning mathematics to include Calculators and computers in mathematics teaching
10. Active learning
11. Formulation and use of activities in mathematics teaching and learning

Part Three: Mathematics and Curriculum
• General History of Mathematics education in Africa and elsewhere
• History of Mathematics Education in East Africa (Uganda)
• Types of Curricula: Intended, Implemented, Attained, Differentiated etc
• Review of Mathematics Curricula and syllabi at primary, and secondary levels
• Factors that affect curriculum change, development models, and Curriculum evaluation
• Professional development of the mathematics teachers
• The role of the head of department of mathematics
• The role of others involved in mathematics education: (UNEB, MoES, NCDC, DES, NCHE, UNCST, AAS, parents and stakeholders)

Part 4 Teaching and Learning Mathematics
1. Why study mathematics? What is mathematics, mathematics in disciplines, mathematics in society and mathematics in general education and implications of these for teachers.
3. Theories of learning mathematics and their implications for teaching: What is a theory? Why learning and teaching theories?: Major contributors to these theories; Piaget, Brunner, Skemp, Gagne, Dienes et al. Implications for teachers.
5. Individual differences: Attention to gifted and slow learners
7. Content Analysis: Examination and Teaching syllabi; content analysis, Schemes of work, Lesson planning, Records of work.

Mode of Delivery:
- Lecture
- Demonstration
- Project Work
- The general delivery of the content should be practical and participatory. The lecturer should ensure use of relevant school mathematics topics in the formulation of activities.

Evaluation system:
- Two written assignments = 15%
- Test = 15%
- Course work = 30%
- Written examinations = 70%

Suggested readings
27. School Mathematics Text books

PEM 6201 PHYSICAL EDUCATION METHODS

Course description
The course aims at training students to become effective teachers of physical education and provides the basic concepts and principles in the teaching of physical education. It covers the history of Physical education and sports, the curriculum issues as well as strategies of effectively teaching the course. The course also aims at enabling students to demonstrate skills Physical Education and Sports of athletics football, volley ball, netball etc. It focuses and skills in team, dual and individual sports and covers some aspects of recreational
activities. Each course offered will include two sports or recreational activities by creating combinations from athletics football, volley ball, netball etc.

**Course objectives**
By the end of the course, learners should be able to and demonstrate.
(i) Describe the objectives of teaching physical education.
(ii) Acquire and demonstrate skills in the different sports.
(iii) Demonstrate how to teach the different skills.
(iv) Give the laws/rules and regulations of the different sports.
(v) Differentiate between teaching, training and coaching. concepts of play, game, physical education and physical training.
(vi) Develop instructional resources for the teaching of physical education.
(vii) Assess the state and status of physical education in the schools.

**Course outline**
- Objectives of teaching physical education.
- Rationale for sport teaching in football, athletics, volleyball, netball etc.
  - Health promotion
  - Recreation
  - Promotion of social skills and cohesion
- Rules / laws and regulations governing a sport: For example;
  - Rules / regulations in football
  - Rules / regulations in athletics
  - Rules / regulations in volley ball
  - Rules / regulations in basketball
  - Rules / regulations in tennis
- Skills teaching in team, dual and individual sports
  - Skill teaching in team sports
  - Skill teaching in dual sports
  - Skill teaching in individual sports
  - Recreational activities
- The key concepts in physical education
  - Play, Game, Sports, Physical training
- Physical education and sports in schools
- Physical education teacher development
- Planning for teaching physical education
  - Curriculum considerations
  - Schemes of work and lesson plans
  - Making lesson notes formulating objectives.
- Teaching physical education
  - Strategies for teaching
  - Class management
  - Instructional resources
- Evaluation of the lesson
  - Strategies
  - Various forms e.g. diaries, portfolios
  - Skills evaluation.
- Development of coaching knowledge and skills in team, dual and individual sports. From two sports or recreational activities such as attitudes, basketball, football, netball, volley ball, etc.

- Training techniques, Motivation, Advanced skills, Practical drills, Planning a practice sessions, Game strategy, Administering competition, Teaching coaching the Dilemma, The teacher as a coach

**Mode of delivery, assessment and evaluation**

(i) Mode of delivery: The course will be conducted through lectures, seminars, practical activities, individual research and journal entries

(ii) Assessment: The course will be assessed as follows:
- Practical activities 25%
- Course test 10%
- Class participation 5%
- Examinations 60%

**Suggested reading list**

IRE 6201: SPECIFIC METHODS OF TEACHING ISLAMICS RELIGIOUS EDUCATION

Course description
The course provides for an exposure to Micro teaching: methods, techniques, demonstration, lesson plan, schemes of work and practice. It also covers importance of resource personnel, responsibilities/expectations of a teacher from the stake holders, challenges and link between IRE in class and teaching out side class.

Course Objective:
On successful completion of the course the teacher trainee should be able:
- Adequately prepare schemes of work for teaching
- Make adequate preparations for teaching (i.e. consider appropriate teaching methods, lesson notes, teaching aids)
- Make appropriate lesson plans
- Make lesson presentations (i.e. Through Peer teaching/Trial teaching practices
- Explain the ethical conduct of a teacher
- To teach knowledge acquired out side the class.
- To effectively carry out school practice.

Teaching Methods
- Lecture
- Discussion
- Presentations
- Case studies
- Demonstration
- Guided discovery.

COURSE SCHEDULE AND CONTENT

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Contact</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Introduction to the study of IRE Methods &amp; syllabus</td>
<td>The methods alignment to the syllabus content. Background, basic procedures and principles of IRE</td>
</tr>
<tr>
<td>3-4</td>
<td>Planning to teach Rational of the methods Approach to teaching</td>
<td>Principles for the choice of a particular method in relation to class level, location. Scheme of work, lesson planning &amp; curriculum development</td>
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<tr>
<td>5-6</td>
<td>Evolution of the methodology in IRE Methods of teaching application</td>
<td>From the prophet through the old man to the co temporally methodology.</td>
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<td>7-8</td>
<td>Model classes</td>
<td>Mode classes and held by students</td>
</tr>
<tr>
<td>9-10</td>
<td>Use of other subjects in IRE</td>
<td>Use of geography, history, literature sciences as examples.</td>
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</table>
Evaluation of the course
This course will be graded on the following criteria. Course work will constitute 40% of the final mark and the examination will contribute to 60% making a total of 100% for the entire course.

ATM 6201 ART TEACHING METHODS

COURSE DESCRIPTION

OBJECTIVES:
- To develop an understanding of the suitable methods for art and craft teaching.
- To link up content with methods and

DELIVERY METHODS
The course content will be presented to students through lectures, student – teacher discussions, students research and presentations.

EVALUATION
Coursework (40%)
One Assignment (20%) and a test (20%)

Examination (60%)
Two essays, each 30%
- The concept of Method Ways and means, processes, Techniques, Materials and tools, educational resources, the psychological aspect, measurement and evaluation
- The learner-centered approach The philosophy behind. Possibilities and limitations. Its application and implication to an art and craft situation.
Instructor-centered approach  The nature of teacher–centered approach. Advantages and disadvantages in an art and craft situation.

Instructor-student centered approach  Sharing ideas in art education. Possibilities and limitations in the art and craft syllabus, drawing from students experiences.

Media-centered approach  Types of media and supports in art and craft. Advantages and disadvantages. Their application in an art room situation.

The functional approach  The foundation. The link between art and other subjects in the curriculum.

The institutional type project approach  The scope in art and craft education. Dealing with the school environment.

Experimental approach  The local tools and materials (preparation, use and limitations).

Integrated and spiral approach  Training an art and craft student as a whole person. The cores in art and craft.

Active learning  What is meant by active learning and the theories behind active learning? Application of active learning to an art and craft learning situation.

Collaborative learning  Meaning and requirements. Collaborative learning in art and craft.

Self directed learning  Meaning of collaborative learning, methods related to self-directed learning. Relationship with distance education.

Active methods  Free expression, directed, direct visual observation and demonstration. Possibilities and limitations. Exhibition, dramatization, experimentation and guided discovery.

Imitative methods  Copying and stenciling in art and design. Advantages and disadvantages for using imitative methods in art and craft.

Passive methods  Dictation, questioning, chalk and talk. Application and limitations in relation to the different papers in art and craft.

Group methods  The core method, correlated, and discussion. Limitations and possibilities. The project method, debate, application in the different art papers; limitations and possibilities. Brain storming and forum dialogue, and symposium

Workshop method  Organizing a workshop at school. Seminar method of teaching.

Measurement and evaluation  The synthetic and analytic types of assessment in art and craft. Advantages and disadvantages of these methods in relation to art and craft papers. The different marking guides for papers one to six. Setting trial question papers.

A review of the art and craft syllabi  Organization, lay out and application. Choosing suitable materials for set pieces in accordance to the set objectives. Records of work in art and craft.

Teaching aids in art and Craft  Preparation of material and teaching aids for art and craft. Preparation of art teaching space. The skills to be retrieved from students during effective teaching and learning.

Peer teaching and analysis  Organization of the schemes of work and lesson plans and practice with peers. Self criticisms.

References:


www.mhhe.com/socscience/education/methods/resources.html

ATM 6102: CRAFT AND DESIGN TEACHING METHODS.

This course exposes learners to the art and craft syllabus for secondary school. The course takes learners through different subjects that make the art and craft syllabus from SI to S6. Learners also discuss the objectives of art and craft syllabus in secondary school. Learners will also be exposed to tools for effective teaching which include; scheme of work, lesson plan, record of work, teaching syllabus and examination syllabus. The project will include setting objective based on the set piece and selecting the teaching aids for art and design teaching. Motivation, preparation, materials and application of art room techniques and assessment will be part of the projects to be administered to learners during training.

COURSE OBJECTIVES
1. To introduce learners to the art and craft syllabus for secondary school.
2. To expose the learners to the tools for effective teaching and guide them in designing the tools.
3. Guide learners on setting objectives that are in line with the set-piece
4. Guide learners in selecting appropriate teaching aids for art and craft work.
5. Developing the ability to assess art and craft work

Delivery methods
Course Content is delivered to students through lecture method, discussions, research, seminar and observation.

Evaluation
Course work 40%
Examination (60%)
Theory for 20%, Practical section 40%
COURSE OUTLINE

- Objectives of art and craft in secondary schools
- Art and craft syllabus (subjects-subsidiary 610/1-7, and principle 615/1-7)
- Strategies for handling art and craft in Senior one to Senior six in detail.
- UNEB syllabus and teaching syllabus
- Designing of the scheme of work
- Designing a lesson plan
- Writing objectives for a given art lesson
- Preparation for the materials and art rooms
- Selecting specimen and identifying appropriate teaching aid for an art lesson.
- Formative and summative assessment

References
4. Drawing seeing and observations (Ian Smith)

GET 6201 SKILLS IN TEACHING AND LEARNING GEOGRAPHY

Course Description
This course is intended to acquaint graduate students with various teaching approaches in geography. It also requires student teachers to demonstrate their mastery of subject matter related to aims, and contents of secondary school geography in the context of designing developing, implementing and evaluation of learning experiences meant for learners. The course further equips graduate students with competences needed to effectively teach graphicacy skills.

Course objectives
At the end of the course, student teachers should be able to:
(i) design, develop and implement appropriate learning experiences for their students.
(ii) Select, innovate, develop and adapt learning resources needed for effective learning
(iii) Evaluate and assess both the learners’ progress and the suitability of the courses that they teach

Detailed course outline
1. Aims and content of school Geography in Uganda
   a) Aims and contents of secondary geography.
   b) The nature of geography in the structure of knowledge.
   c) Analysis of the geography syllabi and the preparation of geography schemes of work.
d) Lesson planning lesson objective formulation.

2. The Geography lesson and taxonomy of educational objectives in geography, types of lesson content sequencing, teacher’s and students’ activities, types of lesson conclusion in geography.

3. Teaching methods/strategies in Geography. Expository, discussion, project, role-play, demonstration. Effective questioning in geography.

4. Developing adapting innovating and selecting of learning resources for interactive learning. Charts, photographs, maps, globes, atlases, pros-passages and computers and E-learning resources.

5. Classroom management strategies for effective geography teaching.


7. Principles and practices of teaching practical geography.
   a) Map work
      - Symbols and keys in maps.
      - Scales in maps.
      - Grid references and bearing in spatial location.
      - Representation of relief: the drawing of cross-sections.
      - Identification and interpretation of landforms and land use patterns.
   b) Photographic interpretation
      - Geographical phenomena and processes operating on the earth’s surface can be recognized from photographs
      - Spatial relationships between physical features and man’s use of the environment can be identified from photographs.
   c) Statistical data interpretation
      - Geographical phenomena depicting quantities can better be represented in graphical form by use of graphs, charts and diagrams.

**Instructional approaches**
These shall include: lectures, group work, collaborative learning strategies, role-playing, demonstration practical sessions, fieldwork and project work.

**Expected outcome**
By the end of this programme, graduate teachers should be able to demonstrate that they are all round teachers who are able to teach all aspects of school geography.

**Assessment**
One written assignment in form of a take-away course work or test and a practical presentation, both shall contribute 40%. One final examination to contribute 60% and the total mark will be 100%.

**Reading list**

ECE 6201 ECONOMICS TEACHING METHODS

Course Description:

This course examines the meaning and scope of economics and it also considers the aims, objectives and values of teaching economics. It analyses the correlation of economics with other subjects. It also looks at the history of teaching of economics, curriculum of economics and the presentation of subject matter of economics at different stages of education, evaluation in economics and lesson planning in economics. It analyses the different techniques and methods of teaching economics, the teaching aids in economics, the classroom for economics and the teacher of economics.

Course objectives:

The course in economics teaching methods is designed to assist prospective teachers to:

1. Analyze the aims, objectives and values of teaching economics.
2. Acquire skills in lesson planning, scheme of work and syllabus construction in economics.
3. Acquire basic knowledge of identifying appropriate teaching methods.
4. Acquire techniques of developing assessment instruments in economics.

Course Outline:

- Meaning and scope of economics
- Aims, objectives and values of teaching economics
  - Aims
  - Objectives
  - Values
- Lesson planning in economics
  - Lesson planning
  - Scheme of work
  - Syllabus
- Methods of teaching economics
  - Methods of teaching economics
  - Values
  - Advantages and disadvantages
- Techniques of teaching economics
  - Importance of teaching techniques
  - Various techniques of teaching
• Teaching aids
  - Importance of teaching aids
  - Effective use of teaching aids
  - Various aids in teaching economics
• Evaluation in economics
  - The case of assessment
  - Techniques of assessment
  - Approaches to assessment
  - Self-assessment and the teacher
• Classroom for economics
  - Importance of a classroom
  - Equipment needed for the classroom

Mode of Delivery, Evaluation and Assessment:

Mode of delivery: The course will be conducted through lectures, discussions, group work and presentations.

Assessment and Evaluation: Assessment will include two written individual assignments contributing 10% each and a course test contributing 10% marks of the total 40% course work marks. At the end of the course, the student will take a final examination which contributes 60% of the total marks.

References:

POM 6201 METHODS OF TEACHING POLITICAL EDUCATION

Course Description
This course examines the philosophy and justification of teaching Political Education in schools. It analyses the correlation of Political Education with other subject focusing on the interdisciplinary approach. It looks at the history of teaching political education from the ancient Greek philosophers of education to the contemporary educationist and focuses of the
curriculum and presentation of subject matter of Political Education. The different techniques and methods of teaching Political Education, teaching aids in Political Education are analysed.

The rational of course is to orient the students toward use content and theory and apply methods of teaching Political Education in Secondary Schools.

**Objectives**

(a) Establish the rationale and philosophy of learning Political Education.
(b) Link theories of political theory with education.
(c) Re-orientate political theory to education and practical dealings in society.

**Course outline**

- Meaning scope aim, objectives and values of teaching Political Education
- Ancient philosopher and origins of political education.
- Syllabus, lesson planning, scheme of work
- Methods and techniques of teaching Political Education.
- Teaching aids selection and effective use.
- Organizing a political education classroom

**Reference:**

1. The Oxford companion to philosophy edited by Ted Honderich 1980 Oxford University
4. Luther P. Pedagogy technique Ashton press 1995
5. Denis Sruwn: strategies of teaching Political Education Ebbel press 1996

**HTM 6201: SPECIFIC METHODS OF HISTORY EDUCATION**

This course explores the appropriate pedagogies which teacher trainees can apply in effective history teaching. It gives an analysis of the history curriculum, justifies the teaching of history at the secondary school level. It also discusses the visual aids and evaluation and assessment used in the teaching of history. Students are finally exposed practical peer group teaching sessions which prepare them for school practice.

**Course objectives**

- Enable students conceptualize the history curriculum and history education
- Give justifications for teaching history at the secondary school level
- Equips students with adequate knowledge and skills of proper lesson planning in history.
- Equip students with a variety of appropriate pedagogies that can enable them to effectively teach history.
- Equip students with a wide range of visual aids used in the teaching and learning of history.
- Enable students acquire knowledge and skills of evaluation and assessment in history teaching.
Exposing students to various ways of managing and disciplining a history class. Acquaint students with the practical skills and knowledge of teaching history through the peer group sessions.

**Course outline**

- Designing, analyzing, evaluating and interpreting the history curriculum.
- Development of History Education from ancient times to the present.
- Sources of history (primary and secondary sources.)
- Justifications for studying history (General and specific aims).
- History in relation with other subjects.
- Challenges facing the teaching of history.
- Prospects of History Education in the contemporary world.
- Definition of the history syllabus.
- Types of syllabi used in school.
- The scheme of work format.
- Characteristics of an effective scheme of work.
- Lesson Preparation.
- Lesson Planning in history.
- Definition of Lesson plan.
- Lesson Plan Format
  - Introduction
  - Lesson development
  - Lesson conclusion
  - Records of work.
- Expository methods like lecture / chalk and talk / explanation (Definitions, advantages and disadvantages).
- Question and Answer technique.
  - Purpose
  - Types of questions (According to Blooms Taxonomy)
  - Handling students’ questions.
- Group work/discussion (Definition, advantages and disadvantages).
- Project / research (Definition, advantages and disadvantages).
- Role play (Definition, advantages and disadvantages.)
- Inquiry approach (Definition, advantages and disadvantages.)
- Discovery approach (Definition, advantages and disadvantages.)
- Drama (Definition, advantages and disadvantages).

- **Teaching Aids/Visual Aids used in history teaching.**
  - Definition of visual aids.
  - Characteristics of an effective visual aid.
  - Advantages and disadvantages of visual aids.

- **Evaluation and Assessment in History**
  - Definition
  - Types of evaluation
  - Purposes of each

- **Class room management and discipline**
o Punishments
o Types of punishments

Micro/peer teaching skills and drills (in preparation for school practice)
- Preparation for School practice
- Preparation and practice; An over view peer-teaching/Micro teaching
- Lesson Presentations and lesson discussions

Methods of Instruction
- Lectures
- Group work
- Seminar/class presentation
- Guided discovery

Evaluation of the course
This course will be graded on the following criteria. Course work will constitute 40% of the final mark and the examination will contribute to 60% making a total of 100% for the entire course.

REFERENCES
Stephen J. (2001) Subject Specific teaching methods. History in Dr. Stefinee Pinnegar (Ed) subject
Grant, S.G (2003) History Lessons, teaching, learning and testing in US. High school classrooms Malwahi N J
Course Description
The course will explore professional issues related to English Language Teaching. Particularly, we shall look at aspects like the different modes of teaching, aspects related to classroom control and management, materials evaluation and development, assessment, as well as administrative and extracurricular activities related to teaching the English Language in a school setting. All this will be in a bid to prepare you for professional school practice.

Course objectives
By the end of the course the students should be able to:
1. Distinguish between the two major modes of teaching.
2. Explain the different forms of a Language curriculum.
3. Design a syllabus for a given group of learners.
4. Evaluate and develop appropriate materials to teach a given language point.
5. Prepare and deliver a lesson to teach any given language aspect.
6. Design appropriate assessment tools to evaluate learners.

Course Content
- Modes of Teaching
- Preparation for School Practice
- Classroom Control and Management
- Materials evaluation and development
- Assessment
- Administrative Issues
- Extra curricular activities

Teaching Methods
The following methods will be used to deliver the content
1. Lecture method
2. Guided-discovery
3. Group work
4. Peer teaching

Evaluation
The evaluation will constitute both coursework and a final examination. Two coursework assignments and one practical presentation will be done during study period. The total mark for this assessment will be 40%. The examination which will be done at the end of the semester will constitute the 60%, making a total of 100% for the entire course. The pass mark for the course will be 60%.
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<th>Hours</th>
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<td>Introduction</td>
<td>• Professional practices in English Language Teaching</td>
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<td>Modes of Teaching</td>
<td>• The Learner Centred mode</td>
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<td>• Learner Characteristics</td>
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<td>• Learner Teacher Interaction</td>
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<td>2</td>
<td>Modes of Teaching</td>
<td>• Teacher Centred mode</td>
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<td>• Roles of the teacher</td>
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<td>• Learner- Teacher Interaction</td>
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<td>3</td>
<td>Course related issues</td>
<td>• The general language curriculum</td>
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<td>• The Learner centred curriculum</td>
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<td>Course related issues</td>
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<td>• Criteria for syllabus design</td>
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<td>• Types of syllabuses</td>
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<td>Classroom Control and</td>
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<td>Management</td>
<td>• Grouping students: group work, pair work, individual work, class</td>
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<td>discussion</td>
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<td>7</td>
<td>Classroom Control and</td>
<td>• Handling large classes</td>
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<td>Management</td>
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<td>8</td>
<td>Materials evaluation and</td>
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<td>development</td>
<td>• Evaluating available materials</td>
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<td>9</td>
<td>Materials evaluation and</td>
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<td>development</td>
<td>• Writing supplementary materials</td>
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<td>Assessment</td>
<td>• Key terms in assessment (Validity, reliability, specifications)</td>
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<td>• Types of tests</td>
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<td>• Preparing Tests/Examinations and marking guides</td>
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<td>Assessment</td>
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<td>• Encouraging staff to pay attention to correct English and usage.</td>
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<td>2</td>
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<tr>
<td></td>
<td></td>
<td>• School magazines etc.</td>
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</tr>
<tr>
<td>14</td>
<td>Presentations/peer teaching</td>
<td>Making practical presentations</td>
<td>2</td>
</tr>
<tr>
<td>15</td>
<td>Presentations/peer teaching</td>
<td>Making practical presentations</td>
<td>2</td>
</tr>
</tbody>
</table>

REFERENCES
LTM 6201 LITERATURE TEACHING METHODS

PREAMBLE
The Department of Language Education is mandated to train language teachers in the School of Education, Makerere University. It offers both foreign and African languages. Among the foreign languages are English, German, French and Arabic. Luganda, Kiswahili and Runyakitara are the African languages offered in the Department.

Due to changing needs in language teaching, it has been necessary to review the graduate programmes starting from a Linguistic incorporating some universal issues like gender and also equipping the trainees with a strong background of contextual awareness and analysis of pedagogy. These pertinent issues have come as feedback from our students, external
examinations, educational reports and revelations from research. Furthermore, its important for the department to support the language policy and its outcomes such as the thematic curriculum employed in primary and secondary schools. Graduate language programmes offered at the department include a postgraduate diploma, masters and Ph.D. Therefore these programmes are intended to equip the trainee with knowledge and skills necessary to compete favorably with the ever changing global trends.

PROGRAMME OBJECTIVES
The graduate programmes are intended to:
1. Introduce the trainee to advanced language and linguistic areas necessary to broaden their knowledge of language analysis.
2. Equip the trainees with skills in language analysis.
3. Equip the trainees with skills and knowledge to teach language and literature at various educational levels.

A. PHYSICAL AND MATERIAL RESOURCES
   a) Space
   The programmes are going to be run in the Department of Language Education, School of Education, using the designated lecture theatres, lecture rooms and the Language Teaching Resource Centre (LTRC). The Department has office space for each language unit. Where staff is encourage to held lectures for small classes as well as tutorials.

   b) Library:
   The School of Education Library and the library stock in the LTRC will form core academic support for students.

   c) Computer Lab
   The Department will also utilize a computer laboratory of the School of Education. The laboratory has more than 200 computers all of which are fully connected to the internet.

   d) Resource Centre
   The Teaching Resource Centre which contains essential reference books and some language teaching and learning equipment, will be accessible for students on a full-time basis.

   e) Field Attachments
   Postgraduate diploma students will be attached to schools to carryout school practice at the end of their second semester. Masters students will visit primary and secondary schools and higher education institutions to participate in observe or evaluate the language situation at those educational levels.

F. TARGET GROUP
The programmes are targeting applicants who have had language training / learning at their previous educational levels.
Postgraduate diploma
Under this programme, students with a Bachelor of Arts with Arts or Bachelor of Social Sciences with a relevant language are targeted.
Master of Education
Under this programme, students with a Bachelor of Arts with Education, Bachelor of Education, Bachelor of Social Sciences or any other degree with a relevant language are targeted. However, a student must have obtained a minimum of a second class lower.

G. **ADMISSION REQUIREMENTS**
Makerere University regulations shall apply with the following specific requirements:

i) **Postgraduate diploma**
   A student must have studied the relevant language at the undergraduate level.

ii) **Master of Education**
    A student must have studied the relevant language at the undergraduate level.

H. **EXAMINATION REGULATIONS**
Makerere University regulations shall apply.

I. **DETAILED COURSE DESCRIPTION**
A description is arranged in the following order.

**Language Courses**

<table>
<thead>
<tr>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Teaching.</td>
</tr>
<tr>
<td>Literature in English Education.</td>
</tr>
<tr>
<td>Luganda Language Education.</td>
</tr>
<tr>
<td>German Language Education.</td>
</tr>
<tr>
<td>Kiswahili Language Education.</td>
</tr>
<tr>
<td>French Language Education.</td>
</tr>
<tr>
<td>Arabic Language Education.</td>
</tr>
<tr>
<td>Runyakitara Language Education.</td>
</tr>
</tbody>
</table>

J. **Evaluation and Assessment**
Two forms of assessment will be used; that is course work and examination. The coursework assessment will carry 40% for written (assignment and seminar presentations) and the examination will carry 60%.

K. **Departmental Seminar**
A departmental seminar will contribute part of the study programme. This is aimed at enriching the academic and professional growth of the students. Each student will be required to present a seminar paper to peers and staff which will be assessed and graded as part of the course work requirement.

LUT 6201: **LUGANDA TEACHING METHODS.**

1. **Course Description**
This course explores the grammar of Luganda language. It introduces the teacher trainee to grammatical aspects and the methodology of teaching. Below are the details of the course:

   - General introduction
   - Written and spoken grammar
   - Parts of speech
   - Norm classes
Negation in Luganda
Verb extensions
Sentence construction
The teaching syllabus
Lesson planning and scheming
Methods and techniques of teaching Luganda grammar

2. Course Objectives
The course is intended to:
(i) Introduce the teacher trainee to Luganda grammatical aspects and patterns.
(ii) Equip the trainee with the knowledge
(iii) Methodological skills of teaching Luganda language.
(iv) Train the student in lesson planning and scheming.

3. Teaching Methods
The following methods will be applied.
i) Lecture Research and independent analysis Interactive methods
ii) Discovery
iii) Integrated approach.

1. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General introduction The meaning and nature of Literature Aims of teaching Literature</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Written and spoken grammar The author Setting/background Story, plot, structure</td>
<td>2</td>
</tr>
<tr>
<td>3 - 6</td>
<td>Parts of speech, - Norms, pronouns, verbs, adverbs, conjunctions, prepositions, verb extensions etc. Characters and characterization Themes and ideas</td>
<td>8</td>
</tr>
<tr>
<td>7 - 8</td>
<td>Negation in Luganda</td>
<td>4</td>
</tr>
<tr>
<td>9</td>
<td>Form and types of Luganda sentences.</td>
<td>2</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Methods and techniques of teaching Luganda: Qualities of the novel Teaching the elements of the Modern methods The Integrated approach Qualities of poetry Teaching the elements of poetry</td>
<td>6</td>
</tr>
<tr>
<td>13 - 15</td>
<td>The teaching syllabus, Lesson planning and scheming Writing a literature lesson plan The concept of integration Using the integrated approach Advantages and limitations of the integrated approach Criteria for selecting materials Visual materials Printed materials Audio – visual materials</td>
<td>6</td>
</tr>
</tbody>
</table>

References
KLE 6201 KISWAHILI TEACHING METHODS

1. Course Description
This course introduces the teacher trainees to the basic aspects of literature teaching. It is designed to enable the trainee plan, organize and evaluate the implementation of the Kiswahili syllabus. It should be taught over 30 hours. This course aims at equipping the teacher with the relevant methodologies of handling language teaching. It will focus on the following

2. Course Objectives
- To equip the teacher trainees with the relevant methodologies of Kiswahili teaching.
- To equip the trainee with the requisite skills of teaching the basic language skills.

3. Course Content
- Methods of teaching language basics
- Preparation for teaching

• Methods of teaching reading  
• Teaching listening  
• Methods of teaching short story writing and composition.  
• Methods of teaching speaking  
• Lesson planning and organization.  
• Setting, preparation and evaluation of assessment tools  
• Teaching aids class room organization and management  
• Developing materials  
• Literary using of language  
• The teacher and the language art  
• Writing a literary text  
• The art of invention and the teacher of literature  
• Kiswahili literature  
• The writer and the text  
• The reader related literature  
• Relationship between texts  
• Steps for teaching a text in the classroom  
• Purpose of teaching the novel, poetry, oral literature

3. Teaching Methods  
   i) Lecture  
   ii) Group work  
   iii) Project

4. Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>General introduction.</td>
<td>2</td>
</tr>
<tr>
<td>2 - 3</td>
<td>Statement of topics, objectives, time and material for teaching.</td>
<td>4</td>
</tr>
<tr>
<td>4 - 5</td>
<td>Methods of teaching language, skills, Listening reading, speech and comprehension.</td>
<td>4</td>
</tr>
<tr>
<td>6 - 7</td>
<td>Methods of teaching short story writing and composition.</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Methods of teaching composition and composition guidelines.</td>
<td>2</td>
</tr>
<tr>
<td>9 - 10</td>
<td>Lesson planning and organization.</td>
<td>4</td>
</tr>
<tr>
<td>11 - 12</td>
<td>Preparation, Setting and evaluation of questions tests, exams.</td>
<td>4</td>
</tr>
<tr>
<td>13</td>
<td>Chalk board planning, and organization, class control.</td>
<td>2</td>
</tr>
<tr>
<td>14 - 15</td>
<td>Methods of developing classroom materials.</td>
<td>4</td>
</tr>
<tr>
<td>16 - 17</td>
<td>Exams</td>
<td>-</td>
</tr>
</tbody>
</table>

References  
GLE 6201 - GERMAN TEACHING METHODS

1. **Course description:**
   This course is intended to introduce the teacher trainee to the following methods and techniques of teaching the following aspects of German:
   - Grammar
   - The writing skill
   - The speaking skill
   - Reading comprehension
   - Listening comprehension

   This course also introduces the teacher trainee to basic aspects of teaching literature in German and “Landeskunde”. It is designed to enable the trainee learn how to make and apply sound pedagogical decisions for teaching German Literature in given contexts.

2. **Course objectives:**
   The course is intended to:
   1. Introduce to the trainee to the pedagogical content knowledge of teaching German.
   2. Equip the teacher trainee with pedagogical skills and techniques of teaching German language skills.
   3. Equip the teacher trainee with a practical understanding of the relationship between the context, teachers and learner and pedagogical content in teaching German

3. **Teaching methods:**
   The following methods will be applied:
   - Lecture
   - Research
   - Discovery
   - Project

4. **Course schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>1, 2,3</td>
<td>Methods and techniques of teaching grammar</td>
<td>6</td>
</tr>
<tr>
<td>4 -6</td>
<td>Methods and techniques of teaching writing</td>
<td>6</td>
</tr>
<tr>
<td>7 -9</td>
<td>Methods and techniques of teaching speaking, Justification for assessment, Forms of assessment,</td>
<td>6</td>
</tr>
<tr>
<td>10 -12</td>
<td>Qualities of good assessment tools grammatical competence</td>
<td>6</td>
</tr>
<tr>
<td>13 -15</td>
<td>Methods and techniques of teaching listening reading competence</td>
<td>6</td>
</tr>
<tr>
<td>16 -17</td>
<td>Exams</td>
<td></td>
</tr>
</tbody>
</table>
References:


**FLE 6201 METHODS OF TEACHING THE FRENCH LANGUAGE & LITERATURE**

**General Objectives:**
- To equip students with professional skills in the teaching of the French Language focusing on the communication and pragmatic skills acquired at intermediate and advanced levels.
- To enable them teach in the language in secondary school as well as French for specific purposes,
- To equip them with general procedures of teaching and planning, as well as tools of assessment and evaluation.

**Specific objectives:**

At the end of the course, students should be able to:
- Effectively plan a lesson.
- Interact with a degree of fluency.
- Use different modern Approaches in a language class.
- Produce a clear and detailed explanation as to how communication can be realized by learners of a foreign language with a degree of fluency.
- Effectively evaluate the learners

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Introduction to francophone Authors; “On y va 3”, “Le manguier <em>Littérature francophone, niveau Débutant et Intermédiaire</em> etc.</td>
</tr>
<tr>
<td>3, 4 &amp; 5</td>
<td>Introduction to different Approaches, Traditional, Audio-visual, and the modern Approaches e.g. communicative</td>
</tr>
<tr>
<td></td>
<td>Planning a lesson</td>
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<tr>
<td></td>
<td>• Literary objectives</td>
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<tr>
<td></td>
<td>• Socio-Linguistic objectives</td>
</tr>
<tr>
<td>8</td>
<td>Introduction to different types of texts</td>
</tr>
<tr>
<td>9 &amp; 10 &amp; 11</td>
<td>Techniques of exploiting different texts; literary texts, authentic Documents etc</td>
</tr>
<tr>
<td></td>
<td>• Observation</td>
</tr>
<tr>
<td></td>
<td>• Exploration</td>
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<tr>
<td></td>
<td>• Pragmatic</td>
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<tr>
<td>12</td>
<td>Assessment</td>
</tr>
<tr>
<td>13</td>
<td>Creative teaching in a Foreign Language classroom</td>
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<tr>
<td>14</td>
<td>Different ways of evaluating learners</td>
</tr>
<tr>
<td>15</td>
<td>Revision</td>
</tr>
</tbody>
</table>

Mode of teaching
- contact dialogue
- simulation
- use of authentic documents
- individual and group presentations

Mode of assessment
- Two course works : 30%
- Final examination : 70%
- Total : 100%

References:
2. F. Allouache, N. Blondeau and M.F Né- Published by CLE : Littérature progressive de la Francophonie Niveau Intermédiaire.
3. Civilisation Progressive du Français By Ross Steele Published by CLE.
4. Civilisation Progressive de la Francophonie Niveau Intermédiaire By Jackson Noutchie Njiké Published by CLE.
5. Communication Progressive du Français Niveau Intermédiaire. By Claire Miquel Published by CLE.

Staff AT THE SCHOOL OF EDUCATION WHO PARTICIPATE IN INSTRUCTION OF PGDE PROGRAMME.

Staff the Department of Language Education
<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibility</th>
<th>Qualification</th>
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<tr>
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<tbody>
<tr>
<td>1</td>
<td>Dr. Fred Masagazi Masaazi</td>
<td>Senior Lecture</td>
<td>B.A.(Mak),PGDE(Mak),M.A(Mak), Ph. D (Mak)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ass. Prof. C.M Ssebbunga</td>
<td>Associate Professor</td>
<td>B.A.Educ.(Mak), M.ED. (Mak) M.Phil (Liverpool), Ph.D. (Liverpool)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Dr. Robinah Kyeyune</td>
<td>Lecturer</td>
<td>B.A.Dip.Ed.(Mak), M.Ed (Mak) M.Ed. TESOL (Leeds), Ph. D. (Kent, at Canterbury)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Dr. Ssekitto Ayoub</td>
<td>Lecturer</td>
<td>B.A. (UIIU), PGDE (UIIU), M.A. (KIIAL), Ph. D. (IUA)</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Mr. Christopher Lutaaya</td>
<td>Lecturer</td>
<td>B.A.. (Mak), PGDE (Mak), M.Ed. (Montpellier) M.A (Strasbourg)</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Mr. Samuel K. Sekiziyivu</td>
<td>Lecturer</td>
<td>B.A. (Mak), Dip.Ed. M. Ed. (Mak)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Mr. J.C Nsookwa</td>
<td>Lecturer</td>
<td>B.A (Mak), Dip.Ed (Mak), M.Ed. (Mak).</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Mr. Tereshorus Kakinda</td>
<td>Assistant Lecturer</td>
<td>B.A. Ed. (Mak), M.Ed. (Mak) CTNLP (Mcn), Ct.Hyp</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Mr. Mulumba Bwanika</td>
<td>Assistant Lecturer</td>
<td>B.A. Ed (Mak), M.Ed. (Mak), Cert. Research &amp; HE Admin.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Ms. Rebecca Nambi</td>
<td>Assistant Lecturer</td>
<td>Dip.Ed. (kyambogo), B.A. (Mak), M.A. Arts (Mak)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Ms. Rose Nakalanzi</td>
<td>Assistant Lecturer</td>
<td>B.A. Educ. (Mak), M.Ed. TESOL (Leeds)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Mr. Edward Masembe</td>
<td>Teaching Assistant</td>
<td>B.A. Educ (Mak), M.Ed. (Currr) (Mak)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Mr. Ceasar Jjingo</td>
<td>Teaching Assistant</td>
<td>B.A.Educ. (Mak)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Mr. David Kabugo</td>
<td>Teaching Assistant</td>
<td>B.A.Educ. (Mak), Dip, PAM (Mak) ISD (UCT), M.Ed.ICT (Mak)</td>
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</tbody>
</table>

**Staff in the Department who are involved in the Programme from DOSATE**

<table>
<thead>
<tr>
<th>Name</th>
<th>Sex</th>
<th>Title</th>
<th>Qualification</th>
<th>Specialization</th>
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</thead>
<tbody>
<tr>
<td>Muhanguzi Hosea D. R</td>
<td>M</td>
<td>Senior lecturer</td>
<td>PhD</td>
<td>Biological/Environmental sciences</td>
</tr>
<tr>
<td>Joseph Oonyu</td>
<td>M</td>
<td>Senior Lecturer</td>
<td>PhD</td>
<td>Biological/Environmental sciences</td>
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<tr>
<td>Henry Busulwa</td>
<td>M</td>
<td>Senior Lecturer</td>
<td>PhD</td>
<td>Biological/Environmental sciences</td>
</tr>
<tr>
<td>Lecturers Name</td>
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<tr>
<td>Charles Opolot-Okurut</td>
<td>M Senior Lecturer PhD Mathematics education</td>
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<tr>
<td>Janet Kaahwa</td>
<td>F Senior Lecturer PhD Mathematics education</td>
<td></td>
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<tr>
<td>Josephine Esaete</td>
<td>F Lecturer PhD Biological/ Environmental sciences</td>
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</tr>
<tr>
<td>John Sentongo</td>
<td>M Lecturer PhD Chemistry/Environmental sciences</td>
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</tr>
<tr>
<td>Silas Oluka</td>
<td>M Senior Lecturer PhD Physics/ Science education</td>
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</tr>
<tr>
<td>Betty Udongo</td>
<td>F Lecturer PhD Science education</td>
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<tr>
<td>Acham Hedwig</td>
<td>M Lecturer PhD Student Nutrition education</td>
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<tr>
<td>Jolly Joseph</td>
<td>F Assistant Lecturer PhD Student Mathematics education</td>
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<tr>
<td>Raphael Oryem</td>
<td>M Lecturer PhD Student Agriculture education</td>
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<tr>
<td>Raphael Bwire</td>
<td>M Lecturer PhD Student Physical education</td>
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<td></td>
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<tr>
<td>Mugisha C. B</td>
<td>M Lecturer PhD Student Physical education</td>
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<td></td>
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</tr>
<tr>
<td>Richard Oriada</td>
<td>M Lecturer PhD Student Physics Education</td>
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**Lecturers teaching from Department of Educational Foundations and Management**

<table>
<thead>
<tr>
<th>Lecturers Name</th>
<th>Qualifications</th>
<th>Discipline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Dan Babigumira</td>
<td>BA. Dip Theo., Dip Phil., M. ED, Ed. D</td>
<td>Educational Administration and Planning</td>
</tr>
<tr>
<td>Dr. Betty Akullu Ezati</td>
<td>BAEd), Higher Dip. Education Policy Studies, M.Ed, PhD.</td>
<td>History and Gender Issues</td>
</tr>
<tr>
<td>Dr. C. Ssempala</td>
<td>BA Phil. Dip Phil BA Theo. Dip theo, MA, Phil Ph. D</td>
<td>Philosophy of Education and Sociology of Education</td>
</tr>
<tr>
<td>Dr. Muwagga Mugagga Anthony</td>
<td>BA (SS) B. Ph, Dip Phil, PGDE, MA EPP, Ph. D</td>
<td>Philosophy of education and Ethics</td>
</tr>
<tr>
<td>Dr. Vicotora Kaggwa</td>
<td>BA.ED M.Ed PhD</td>
<td>Educational Administration</td>
</tr>
<tr>
<td>Dr. E. F. Bakabbulindi Phd</td>
<td>B. Stat, MA Educ. Mgt PhD</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Dr. Gillian Kasirye</td>
<td>BA. Ed MED PhD</td>
<td>Research Methods</td>
</tr>
<tr>
<td>Mr. Kakinda Louis</td>
<td>BA. Ed MED</td>
<td>Computer applications</td>
</tr>
<tr>
<td>Badru Musisi</td>
<td>(BA /EDUC; MED, PhD Candidate</td>
<td>Economics of Education</td>
</tr>
<tr>
<td>Wycliffe Scot Wafula</td>
<td>BA SS, PGDE, M. Ed. Higher Dip. Education Policy Studies PhD Candidate</td>
<td>Sociology of Education</td>
</tr>
<tr>
<td>Henry Edison Okurut</td>
<td>(BA. ED; MED)</td>
<td>Economic of Education</td>
</tr>
<tr>
<td>Mr. P. M Ssenkusu</td>
<td>B.Ph. Dip Phil BA.Ed MED, PHD Candidate</td>
<td>Philosophy of Education, Peace education and Child rights education</td>
</tr>
<tr>
<td>Mugabirwe Olivia</td>
<td>B.A. EDUC, MPHIL, PhD Candidate</td>
<td>Comparative education</td>
</tr>
<tr>
<td>Itaaga Nicholas</td>
<td>BA ED, MED PhD Candidate</td>
<td>Economics of Education</td>
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## Staff From Socio Sciences and Arts Education Department

<table>
<thead>
<tr>
<th>NAME</th>
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<tbody>
<tr>
<td>Dr. Kagodo Alice Merab</td>
<td>Phd</td>
<td>Geography Education</td>
</tr>
<tr>
<td>Dr. Basalirwa</td>
<td>PhD</td>
<td>Geography Education</td>
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