



The CEES Newsletter

Jan—Mar 2022



Outgoing Principal-Prof. Fred Masagazi Masaazi (L) hands over one of the instruments of power to Incoming Principal-Prof. Anthony Muwagga Mugagga (C). Seated Right is Deputy Principal-Assoc. Prof. Paul Muyinda Birevu.

Prof. Muwagga Mugagga takes over as Principal CEES

Prof. Fred Masagazi Masaazi, on February 11, 2022, handed over the office of Principal College of Education and External Studies (CEES) after serving for 9 years. Prof. Masagazi handed over office to Prof. Anthony Muwagga Mugagga at a ceremony attended by Deans, HoDs, Directors and Human Resources Directorate representatives and officials from Internal Audit. Prof Masagazi has led CEES for two terms from 2013 to 2021.

Prof. Masagazi congratulated Prof. Mugagga upon being appointed Principal and also thanked his Deputy Principal, Assoc. Prof. Paul Muyinda Birevu, for his continued support during their service to the college.

Prof. Masagazi appreciated all the Deans, HoDs, administrative heads, staff and students of the college for the support accorded him during his tenure. He advised the incoming Principal on certain aspects such as financial budgeting, which has to be done well before the budget call, accountability which has to be done quarterly and audited by the office of the Auditor General. He also advised Prof. Mugagga to

see to the regularization of employment for contract staff and stop-gap measure staff. Prof. Masagazi told the incoming Principal that he had started on the process of reviewing the college establishment, and asked him to follow this up with management.

During his tenure, Prof. Masagazi registered several achievements which include;

Promoting and maintaining Team work and a peaceful co-existence among staff. This has enabled the college to contribute to the university's core business of teaching and learning, research and knowledge transfer partnerships

Facilities. The college acquired extra teaching space and offices which includes former Lumumba kitchen, CCE dining hall, a flat housing the officer of the registrar and Bursar

Research dissemination: Mak-RIF has supported a lot of research in the college. This the Prof. hoped would continue because it builds the junior researchers' capacity to undertake research and write grant

proposals

Institute of Distance and e-learning: The institute was operationalized and Dr. Mayende appointed as its director. The team has been involved in e-learning trainings for staff and students of the university especially during the Covid-19 outbreak which necessitated on-line teaching. The Principal appreciated the Director for a job well-done.

Staff promotions: A number of staff have been promoted since 2017.

Renovations of facilities: Some buildings we painted.

The college made a request to university management for a new building and face lift for other buildings.

The annual Senteza Kajubi lecture, which has been organized twice, has given CEES prominence in discussing the challenges affecting the education sectors well as solutions. Outgoing Principal-Prof. Fred

Stories by Betty Kyakuwa
Developed & Designed by Mark Rujumba



Seated L-R: Prof. Fred Masagazi Masaazi and Prof. Anthony Mugagga Muwagga with Members of Management and CEES Leadership that witnessed the handover ceremony on 11th February 2022, AVU Conference Room, Makerere University.

Masagazi Masaazi (L) hands over one of the instruments of power to Incoming Principal-Prof. Anthony Muwagga Mugagga (C). Seated Right is Deputy Principal-Assoc. Prof. Paul Muyinda Birevu.

All these great achievements were however not realized without challenges. Prof. Masagazi noted that that the government had cut the university budget by 40% which has greatly affected budget realization. He said the cuts had affected teaching practice and forced the college to only prioritize teaching and learning activities, ignoring the support functions. The college is also dealing with the issue of under-staffing in some administrative and academic units which creates work overload for the existing staff. The college is facing a challenge of obsolete ICT facilities. The outgoing Principal said the Directorate of ICT had been notified of the state of affairs.

The college has got some of the oldest buildings in the university, some as old as 100 years. This calls for renovation. Because of the increase in student numbers, the college is in need of new buildings to house more lecture space and offices. The college offers external courses such as Bachelor of Commerce External and Bachelor of Sciences External which need to be streamlined, the outgoing Principal advised.

The incoming Principal was informed about the student leadership whose activities are funded by the college, however, their needs are usually higher than the allocations, which needs to be discussed with the student leaders in an effort to find harmony.

Prof. Masagazi's parting advice included the college's need to consolidate the achievements and continued provision of leadership on matters of education in the region. He called on all staff to contribute to the university's strategic plan of transforming the university into a research-led institution. This will be done through writing/winning grants, publishing, supervision of graduate research and establishment of a grants office. He called for the continuation of the college's seminar series and dissemination

conferences. Building a long lasting relationship with the Ministry of Education is of utmost importance. Prof. Masagazi called for the implementation of the Principal's publication award and organization of the alumni day. He too decried the low representation of females in management of the college. He advised on the streamlining of centres so that they can generate some income for the college. He called on IoDEL to continue fostering the use of online- teaching and learning in the college.

In his acceptance speech, Prof. Mugagga thanked God for his mercy and elevating him to the position of Principal. Reflecting on the day's sermon 1Kings:11 in which God abandoned King Solomon when he sinned, Dr. Mugagga pledged not to abandon God, lest God forsakes him. He thanked the outgoing Principal for mentoring him and the staff of the college for supporting him, saying he will continue to learn a lot from them.

To Assoc. Prof. Muyinda, with whom he contested for the position, Prof. Mugagga called for his support for the growth of the college and the institution at large. Prof. Mugagga expressed readiness to work with

Assoc. Prof. Muyinda to ensure that the College of Education and External Studies continues to be a leader in e-learning and teacher education/training.

On matters of human resources, the new Principal noted that the college has a high staff down pyramid, characterized by many assistant lecturers and very few senior lecturers, a situation he called on the Director HR to review. The Ministry of Education has reviewed the curriculum at all levels of education which calls for the college to reposition herself to meet the needs of learners but also to provide psychosocial support to both students and parents, Prof. Mugagga said. "Many children have stayed out of school due to early pregnancies, so we need to start supporting them," he said. He called on the Institute of Distance and e-learning to intensify its efforts in teaching because with the 2019 teacher education policy, more people are bound to undertake distance learning. Prof. Mugagga intends to grow the Centre for Lifelong learning to a commercial enterprise, which can generate funds for the college. He also wants the Centre for Teaching and Learning Support to take a central role in soliciting for profitable projects for teacher education.

Responding to the gender inequality in leadership of the college, Prof. Mugagga pledged to support more women to lead the college. He also pledged to continue to be both a Principal and a Professor who will continue to engage in the academic affairs of the college through supervision of graduate research.

Prof. Mugagga prayed for God's mercy and guidance and called for the support of all the staff, saying "If I go wrong please correct me".

The Director Human Resources represented by Mr. Deus Tayari Mujuni and the Director Internal Audit, Mr. Walter Yorac Nono also congratulated the new Principal and wished him smooth sailing in his new position.



Prof. Fred Masagazi Masaazi (R) helps Prof. Anthony Muwagga Mugagga (L) into the Principal's seat after handing over office.

The Principal CEES and Principal Investigator, ADAPT Project-Makerere University, Prof. Anthony Muwagga Mugagga (6th L) with other officials at the Project Launch on 17th February 2022 in the Council Room, CTF1.



CEES Launches ADAPT Project

The government has been called upon to integrate the 21st century skills into the curriculum and assessment of learners at all levels of education. The call was made during the launch of the “Adapting assessment into policy and learning (ADAPT); Adolescent 21st Century skills Project on Feb. 17, 2022 at Makerere University.

The Principal of CEES and also Principal Investigator, Makerere University, Prof. Anthony Muwagga Mugagga said learners should be able to identify and solve problems, be critical and should be able to use new technologies to innovate solutions to society challenges. Prof. Mugagga said assessment has been challenging to teachers, parents and the children. To this end, the project, he said will see how assessment can be blended with the 21st century skills.

This mode of assessment was welcomed by Mr. George Mutekanga,

the Commissioner for Private Schools, who represented the Permanent Secretary at the launch of the project.

Mr. Mutekanga said “A child should be assessed based on competence, critical thinking, communication skills, creativity and Innovation.”

He said it is important to ask what one can do rather than how many academic papers they have. Skills like communication, critical thinking, creativity, decision making are important in the development of learners. He called on the researchers to engage all the relevant education agencies such as UNEB, UBTEB, Nurses Council and other examining bodies.

There is a growing need for a strategic and explicit focus on contextually appropriate 21st century skills within education programs and school curriculum that draws from the lives of the young people. To this end, a team of researchers from Uganda, Kenya

and Tanzania have set out to carry out research on “Adapting assessment into policy and learning (ADAPT)”

While giving the rationale for the project, Mr. Samuel Otieno, from the Global e-schools and Communities Initiative, one of the research partners said there is limited evidence on how to incorporate 21st century skills in sub-Saharan Africa. There is also confusion on how to measure them and define them as well as the inadequate capacity of teachers, civil society and ministry officials to effectively and reliably use the available assessment data to make evidence based decisions.

Mr. Otieno called on the public to get engaged in the project by sharing their experiences in utilization of learning assessments.

Dr. David Kabugo, the Director for Centre for Teaching and Learning Support called on the government to

ensure access to education for all children. He said children in the rural areas do not have access to pre-primary education, while the schools in the urban areas are expensive. “School fees rates are high and learners are taught by unskilled teachers.

Government should ensure that each primary school has a nursery class because this stage is critical in the learning outcomes of children,” Dr. Kabugo said.



The Principal CEES and Project PI for Makerere University, Prof. Anthony Muwagga Mugagga.

The participants also discussed whether the current education system fits its purpose. Dr. Mary Goretti Nakabugo of Uwezo shared her research finding which revealed that the education system does not meet its purpose because it disadvantages many learners. She shared that the pandemic has greatly affected learners with many being unable to read English even at the age of 10 years. Research shows that 74% of children aged 10 years have been set-back by 2

years. She also observed that because the curriculum is ahead of the children, many are left behind and there are low literacy competences across the country.

The research showed that even at graduate level, students lack employable skills, technical skills, communication skills, writing skill while the teachers also have no mastery of the curriculum.

The ADAPT project seeks to build capacity of a dynamic learning community to integrate and assess 21st century skills and support utilization of learning assessment at the school and national levels. The project also intends to mobilise policy uptake on the utilization of learning assessments in the education plans, curriculum frameworks and teacher development.

The project will be implemented by a consortium of institutions which include the Global e-schools and Communities Initiative (GESCI), Makerere University College of Education and External Studies and the University of Notre Dame’s Global Centre for Development of the Whole Child.



Mr. Samuel Otieno, from the Global e-schools and Communities Initiative (GESCI).

Mak-Univ. of Wisconsin discuss collaboration in Early Childhood Education & Community Engagements

A team of researchers from the University of Wisconsin on Monday February 28, 2022, visited the College of Education and External Studies (CEES) to establish areas of collaboration for the two institutions.

The team, led by Professor Maggie Hawkins a curriculum instruction specialist, met with the Principal and staff of the Department of Adult and Community Education with intent to identify community engagements the two organizations can participate in. Other members of the research team included Dr. Mariana Castrol, the Deputy Director of the Centre for Educational Research at Wisconsin University and Mr. Gordon West a PhD student, whose area of focus is how digital and global content stories shape education in primary school children.

Professor Anthony Mugagga, the College Principal, welcomed the team and discussed possible avenues of collaboration, some of which include early childhood learning, teaching of special needs children and Peace Education in Uganda.

Professor Maggie Hawkins the founder of the Global Story Bridges an organization that connects primary school children globally through effective digital communication, shared with staff about the impact the project has on the children of Arua and Mukono where the project is being implemented.

Prof. Hawkins called for affirmative action in addressing education for special needs students. She raised concern over the big number of disabled children in Kasese



District, and called the college to address the issue of these children.

Prof. Hawkins has been doing research with different faculty of CESS for the last 15 years.

“We want young people around the world to have global engagements to make global citizens, global story bridges digitally empower these people to make videos about their identity, culture, norms and beliefs which are uploaded on our website where young people react and communicate about them,” she added.

Dr. Mariana Castrol said they look forward to supporting international students joining the institution through a number of projects including development of video games to boost interaction amongst students and how they can facilitate their learning, facilitating research projects right from writing, proof reading, editing and budgeting for faculty members at the College of Education and External Studies

(CEES).

Dr. Okot Alex, the Dean School of Distance and Lifelong Learning presented on how his departments have worked with communities in skilling and empowering young girls to keep in school through vocational training and menstrual hygiene training. The team of CEES researchers train women and girls on how to make reusable sanitary towels.

Professor Mugagga thanked the University of Wisconsin and Global Story Bridges for the collaboration opportunity calling out for co-supervising strategies for graduate students at CEES and University of Wisconsin to foster “Crossbreeding” in ideas and knowledge world over.

Dr. Willy Ngaka, the Head of Department Adult and Community Education, who has been participating in the Global Story Bridges called on staff to embrace the opportunity of collaboration and engage in research.



Outgoing HoD-Dr. Nambi Rebecca (3rd R) and Incoming HoD-Dr. Muhammad Kiggundu Musoke (3rd L) with the Dean SoE-Dr. Mathias Mulumba (2nd R), CEES HR Officer-Mr. Godfrey Makubuya (R), Ms. Betty Kyakuwa and another official at the handover ceremony on 13th January 2022.

Dr. Kiggundu Appointed Head, Department of Humanities & Language Education

The Department of Humanities and Language Education, College of Education and External Studies today January 13, 2022 received a new head following the expiry of Dr. Nambi Rebecca’s tenure.

Dr. Nambi handed over office to Dr. Muhammad Musoke Kiggundu after serving 4 months as acting head of the department. Dr. Nambi highlighted some of her achievements which included the introduction of seminar series, which have resulted in the publication of 13 papers, three staff promotions to the rank of senior lecturer. Three staff graduated with PhDs. She also introduced the Display Board where staff display their publications. Dr. Nambi welcomed Dr. Kiggundu and wished him a good tenure. She thanked management for the opportunity to serve her department and the staff for the support given to her during the term of office.

She requested the incoming head to conduct staff trainings for the new curriculum and also spear head curriculum review which is already in the pipeline.

Dr. Kiggundu thanked the staff of the department for the overwhelming support given to him during the voting process and pledged build on the achievements of Dr. Nambi.

Some of the activities he plans to undertake include retooling of the students the college is training so that they fit the new curriculum issued by the Ministry of Education and Sports. Dr. Kiggundu noted that the department needed more research projects, saying they would be a good incentive for the staff. He called for the support of the Principal and the departmental staff in this endeavor. “I





He congratulated Dr. Kiggundu, saying “I know you are a people person which give me pleasure to see you coming in as HoD”. The Dean cautioned Dr. Kiggundu against fights with both his seniors and his juniors. He asked him to always reach out to colleagues and solve all the challenges and differences they may be experiencing. “Conflicts are too costly so solve them as soon as they arise,” Dr. Mulumba advised.

He asked him to serve all people fairly, follow the university structures and also familiarize himself with the university policies especially those in regards to examinations and teaching and learning.

The handover was also witnessed by the Human Resources Officer of the college, Mr. Godfrey Makubuya, Dr. Josephine Kakeeto, Prof. Anthony Muwagga Mugagga, Mr. Mark Rujumba and Ms. Betty Kyakuwa among others.

am happy to take on the responsibility given to me and with your support I know that we will achieve a lot,” Dr. Kiggundu said.

On his part, the Principal, Dr. Fred Masagazi Masaazi, thanked Dr. Nambi for holding fort during her tenure and congratulated Dr. Kiggundu upon his election as Head. He cautioned that with the new curriculum, there is need to conduct in-house trainings for staff to bring them to speed with the new teaching and learning methods. He called on the new Head of Department to read his terms of reference in order to avoid conflict. “It is important to know what is expected of you and the reporting hierarchy,” Prof. Masagazi said.

He also advised Dr. Kiggundu to ensure proper record keeping, saying even documents as old as 100 years are still important. The principal concluded by pledging his support to the new head of department.

The handover was also attended by the

Dean of the School of Education, Dr. Mathias Mulumba who thanked Dr. Nambi for steering the college to higher horizons, pointing out that she took over leadership of the department at a difficult time when the university was in the process of conducting online examinations but she effectively managed the period. He congratulated her upon the introduction of seminars and leading the curriculum review process.



CEES Seminar Series: Research under a lockdown



USE-STEP Project 4days of training of teachers at Nakanyonyi Secondary School, Mukono District August 2021.

Even in the turbulent periods when most of us were home trying to hide away from Covid 19, Makerere University researchers at the Department of Humanities and Language Education of the College of Education and External studies (CEES) were busy patrolling communities to further understand what Ugandans think of current learning and teaching methods and how effectively they can be harnessed.

All this was unveiled on 21st January, 2022 during the 4th edition of the college seminar series themed Educational research during a national lockdown, Experiences and possibilities in the field. Seminar series is a Makerere University platform where both students and researchers meet to share and brainstorm on findings from

projects and research they have completed.

Dr. Rebecca Nambi a senior Lecturer and researcher at the College of Education and External studies (CEES) opened the engagement reminding the audience how the Education fraternity is at crisis due to the Covid 19 pandemic and reinstated how worse it is for researchers, urged them not to bow down as it is a mandate they have to take upon if they are to continue educating and positively impacting this our nation.

Dr. Rovincer Najjuma the moderator of the discussion invited Dr. Marjorie Sarah Kabuye Batiibwe a research don and mathematics Lecturer at the Department of Mathematics and Basic Sciences on the panel to discuss how

she successfully conducted four research projects in the middle of a country lockdown.

Dr. Kabuye with 11 years in research was able to collect data on a theme named 'Integrated women in mathematical sciences in Uganda' that was funded by the world academy of science where she looked at empowering Ugandan girls on picking interest in mathematics at a young age to scrap away a mindset that it is such a 'difficult' subject. Secondly, she worked on a research project themed 'Future training and Job market training in secondary schools' where she looked at avenues from the people's perspective through which we can prepare secondary school students for the Job market economy.



Dr. Rebecca Nambi, Department of Humanities and Language Education, College of Education and External Studies (CEES), Makerere University.

Increasing the number of girls offering mathematics and basic sciences in East Africa was another project Dr. Kabuye worked on basing on the fact that a few girls pick interest in such subjects. “We wanted to address the girls’ attitude and approach towards mathematics,” added Dr. Kabuye. The fourth project was about transformation of teaching and learning using emerging technologies in Makerere University.

“Covid 19 has affected the way researchers and educationists understand, conduct and disseminate research but we still remain relevant and in a spotlight as everyone is looking on us to revamp the education sector that has been tested for the last 2 years, the domains of learning, emotions, health and life style should be at center stage in bringing back minds of our students to classes since they spend most of the time with us at schools,” Dr. Kabuye advised.

“Mentorship and psychosocial support are a mandate to every person they call

a teacher. We should be able to signal to other sectors of challenges in post lockdown education.”

The pandemic has impacted educational research learning styles, pedagogy, curriculum and policy.

Challenges still remain in the recruitment of participants, increment in cost of doing research, delayed completion of projects, management of participatory data collection methods and minimizing ethics including

consent, qualitative data collection, privacy and confidentiality.

However, embracing digital technology and greater free access to scholarly works are opportunities that cannot go unappreciated. Possibilities from research under lockdown include capacity building on online support and technological tools for researchers.

Dr. Kabuye ended her remarks showing a need for design of remote packages has to be adopted as it has been done to urban would-be samples to ensure inclusivity in research as one of the objectives and goals of research projects.

The Head of Department Humanities and Language education Dr. Muhammad Kiggudu Musoke thanked researchers and educationists at the college for honoring the seminar series program, the commitment and resilience they showed even during the Covid 19 lockdown as they embark at transformation through building for the future.



Dr. Marjorie Sarah Kabuye Batiibwe, Department of Mathematics and Basic Sciences, College of Education and External Studies (CEES), Makerere University.

Do not waste a crisis, Prof. Doyin tips leaders



Prof. Doyin Coker-Kolo, Carnegie African Diaspora Fellow and visiting professor from Indiana University Southeast during her lecture on "Leadership in times of Crisis; Building a campus culture of Resilient Thinking" on 31st March 2022, CEES, Makerere University.

A crisis is a terrible thing to waste, were the parting words of Prof. Doyin Coker-Kolo, during her lecture on Leadership in times of Crisis; Building a campus culture of Resilient Thinking. Prof. Doyin called on leaders to ensure that they emerge victorious after the crisis. She said it is during a crisis that we are all tested and it is the best time to be innovative. Taking an example of the Institute of Open, Distance and e-Learning IODEL, Makerere University, which used the Covid 19 Crisis to ensure the university faculty and students embraced e-learning. The institute had previously conducted e-learning for only its students, however, upon the closure of the education system owing to the pandemic, the management of the university embraced e-learning for all students of the university, a practice that continues to date.

Prof. Doyin, a visiting professor from Indiana University Southeast, delivered her lecture during a

webinar on March 31, 2022 to researchers across the globe. She is a Carnegie African Diaspora Fellow at the College of Education & External Studies (CEES).

While welcoming Prof. Doyin to address her lecturer, the Principal of CEES, Prof. Anthony Muwagga Mugagga, noted that the education system in Uganda has been resilient even in the face of Covid-19. He challenged women to join leadership of the institution, saying women are resilient in many



The Principal of CEES, Prof. Anthony Muwagga Mugagga delivering his remarks.

ways, but have not joined leadership of the college. "I hope that by the end of this discussion, more women will have been swayed to join the leadership of the college."

Quoting Stockholm Resilience Center, Prof. Doyin advised that leaders in Higher Institutions out to be resilient leaders with cognitive flexibility, who overcome crisis thinking by holding a strong sense of purpose, an openness to question fundamental assumptions, and demonstrate mindful thinking outside of their daily responsibilities. "Crises are places where we find our greatness because they push us in ways that, in times of normalcy, we don't get pushed. We find strengths and abilities that are latent inside us," she said.

She shared some effective leadership practices which included effective communication, decision making, empathy or humanism, realism and one who knows the core values of the institution. "People want credible leaders. Let the people know what the institution can and cannot do. Give facts with humility and empathy," she emphasized.

Prof. Doyin shared factors of building a resilient institution which included having a strong foundation, having visionary leaders both past and present, commitment of staff and students. She said the vision that the students have for the institution is also an important factor of a resilient institution. External partnerships also play a role in ensuring the resilience of the institution. A sense of pride by the staff and

students of the institution as well as communication also play a vital role in ensuring resilience of an institution.

Resilience of an institution can however be hindered by anxiety of leaders, relying on short term goal rather than the long term as well as the desire to return to normalcy. Prof. Doyin said the desire to return to normalcy hinders innovation.

Professor share some lessons from resilient leaders and asked her audience to reflect on them;

- Resilience takes practice; Training in crisis management may be required

- Focus on mission as the rationale for change

- Engage a wide range of stakeholders in the planning process but provide a clear structure and ideas for them to react to rather than simply soliciting random suggestions

- Be transparent about institutional constraints and tradeoffs and the need to rigorously prioritize goals and resources

- Empower leaders at every level— board, cabinet, deans and admin leaders, chairs and students by

devoting time and resources to leadership development

- Focus on the fundamentals of resilience thinking. The goal is not simply to survive a temporary crisis but to build a structure that can continue to support the mission of the institution well into the future

Prof. Doyin concluded by calling on all leaders to look at any crisis as an opportunity to do better. Quoting Hunter, she said “As a leader, crisis is an opportunity to find your greatness and to activate that in other people around you.”

John Kalule successfully defends his PhD



Dr. John Kalule, an Assistant Lecturer in the Department of Foundations and Curriculum Studies at the School of Education, successfully defended his PhD today Thursday 3rd February 2022 at Lecture Room 4, School of Education. His research, supervised by Prof. Anthony Mgagga Muwagga and Dr. Genza Gyavira Musoke is titled

“Professional Development Schemes and Academic Staff Pedagogical Practices in CHUSS and COVAB at Makerere University”.

The study examined the extent to which Professional Development Schemes (PDS) influence academic staff pedagogical practices in CHUSS and COVAB at Makerere

University. The study comprised of academic staff, academic administrative staff, administrative staff, and undergraduate students as respondents and participants.

This is how to spice up History Teaching

History Lecturers can now use videos, animations, avatars, illustrations and maps to spice up the teaching of history in higher institutions of learning. Training geared at using emerging technologies to innovate the teaching and learning of History in higher Institutions of learning kicked off on Friday March 11, 2022 in the AVU Conference Room, College of Education and External Studies (CEES).

The training, which received participants from Gulu University, Kabale University and Makerere University is funded by Makerere University Research and Innovations Fund (Mak-RIF). The Principal Investigator (PI) of the project, Dr. Harriet Nabushawo said the project will train History Lecturers to apply various technologies such as Screencast-O-Matic to make videos, images, illustrations, animations and maps in the redesigned History courses. She said the participants would be trained to use Voki, software that facilitates the creation of avatars to replace the teacher in voice and form.

The research team is also building an App which will be used in the teaching and learning process. The lecturers will be able to upload their teaching material on the App so that it is easily accessible by the students.

Dr. Godfrey Mayende, one of the trainers told participants that all videos made should engage with the learners. Before making a video, one must study the affordance at the students' disposal so that the students are not left behind. Prof. Paul Muyinda Birevu, also a researcher on the team, asked the participants to always assess the benefits the students will get from the mode of teaching before administering it. "The intended outcome should be clear. The skills or values you want them to acquire are paramount," he said.

The objective of the project is to demonstrate that teaching and learning of History using emerging technologies can



Dr. Harriet Nabushawo, Principal Investigator of the Mak-RIF Project. The project aims to demonstrate that teaching and learning of History using emerging technologies can motivate students interest to research, discover, analyse and construct new knowledge.

motivate students interest to research, discover, analyse and construct new knowledge as well as toretool History lectures to use ICT-enabling pedagogy and to revive the teaching and learning of History in Uganda.

Screencast-O-Matic:

<https://screencast-o-matic.com/>

This is an Application that allows one to easily create, edit and communicate with videos and images. Educators and students turn to Screencast-O-Matic for easy video communication. Videos are used in the classroom for flipped/blended learning, Video Messaging, student assignments, feedback and more! The App has simple and intuitive tools to share ideas.

VOKI

<https://l-www.voki.com/>

This App allows one to create Avatars, dress them up, give them the words to say and share with the learners. It is an engaging, collaborative, empowering and fun way to teach and learn.

About The App

- Runs on Android
- Browse the content of your History courses, even when offline
- Receive instant notifications of messages and other events
- Quickly find and contact other people in your History courses
- Upload images, audio, videos and other files from Voki and Screen-O-Matic
- Track your progress, mark tasks as complete and browse your learning plans
- Attempt quizzes, post in forums and edit wiki pages
- View your course grades

Research Team

- Dr. Harriet Nabushawo, (PI)
- Dr. Harriet Najjemba, (Co-PI)
- Assoc. Prof. Paul Muyinda Birevu, (Education Technologist)
- Dr. Dorothy Ssebowa Kyagaba, (History Pedagogy)
- Mr. Jonathan Kizito, (ICT Specialist)
- Dr. Godfrey Mayende, (Co-Opted)