Use of the video in Teaching and Learning in Teacher Training Colleges in Uganda
Location of the 5 National Teachers' Colleges

Key data

**Funding:** Government of Belgium and Government of Uganda

**Budget:** 23 million euros

**Implementing partners:** Ministry of Education and Sports (MoES), Enabel – Belgian development agency

**Beneficiaries:**
- National Teachers’ Colleges of Muni, Kaliro, Kabale, Mubende and Unyama
- Partner secondary schools surrounding the NTCs
- Teacher Instructor, Education and Training (TIET) Department - MoES
- Construction Management Unit (CMU) - MoES
- Procurement Disposal Unit (PDU) - MoES

**Duration:** 2017-2021 (4 years)

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Improving Secondary Teacher Education in the National Teachers' Colleges
Objective

The Teacher Training Education Project seeks to strengthen professional competencies of teacher trainers and future teachers graduating from the National Teachers’ Colleges (NTCs).
Scope of work

three main intervention areas:

1. Organisational development and institutional support.
2. Infrastructure component:
3. Pedagogy component
Challenges

• Class sizes in NTC limit opportunities for practice and feedback
• Limited opportunities for peer pedagogical support amongst students
• Limited access to contextual and relevant examples showcasing good teaching practices
• No opportunities for classroom practice before examination school practice
• School Practice is an evaluation tool (and not a learning opportunity)
Pilot: Continuous school practice

What is CSP?

• A pilot system of organizing teaching practice, on a regular basis, in NTC and in secondary schools
• complementary to the “examination” school practice system
• to prepare students for classroom practice (formative aspect)

Objective?

• Equip the learner with practical teaching skills (making schemes of work, drawing of lesson plans, variety of teaching methodologies, class management and control, self-evaluation and student assessment)
• Expose the learners to a typical classroom environment
• Enable the learner put into practice what he/she studied in class, in the methods courses
Link continuous school practice and examination school practice

- Regularity
- Proximity of practice schools
- Teaching practice only
- Formative

- End of school year
- Distance to practice schools
- Curricular and co-curricular activities
- Summative

- skills
- Attitudes
- Knowledge
- confidence
CSP steps

- Theory: General Methods
  Subject Methods

- Observation: • in NTC
  • in PSS

- Micro-teaching: • Among peers
  • Tutorials with PSS students

- Teaching Practice: Team teaching
  Class practice
Making video part of the learning process

• Microteaching and video analysis became part of continuous school practice
• This required developing local capacity in organising microteaching sessions (observation tool, post conference skills...) and video-shooting and editing

As a result:
• Self confidence of NTC students improved
• Students built up practical experience through self reflection and peer feedback
• Lessons were drawn from real-life context

It also allowed for:
• Monitoring progress of students
• Capitalising on examples of good practice and failures
• Developing ‘peer-models’ for future training activities
Lessons learnt

• Create a safe environment to get teacher trainers and students accustomed to video
• Think about training on how to use the equipment and how to edit
• Video can be used at different levels: from smartphone footage to professional video-camera’s
• Set clear topics for easy analysis and comparison
• Make sure everyone gets involved
• For learning purposes, focus both on the teacher and on the classroom (requiring a multi-angle perspective)
• Both good practice and failures provide learning opportunities
Conclusion

- Micro-teaching and video allow teacher trainers to make the methods courses more practice-oriented.
- Micro-teaching and video provides an opportunity for the students to build-up experience, stimulate self-reflection and allow for peer feedback, which are key to continuous professional development.
Thanks for your attention

Do you have any questions or comments?