



# 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)

### PARTNERSHIP UGANDA-BELGIUM

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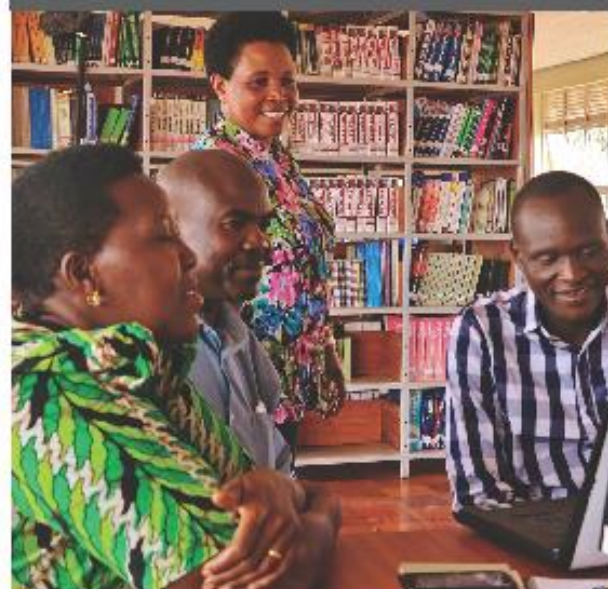
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**Belgium**

partner in development

## TEACHER TRAINING EDUCATION PROJECT



Improving Secondary Teacher Education  
in the National Teachers' Colleges



**Enabel**

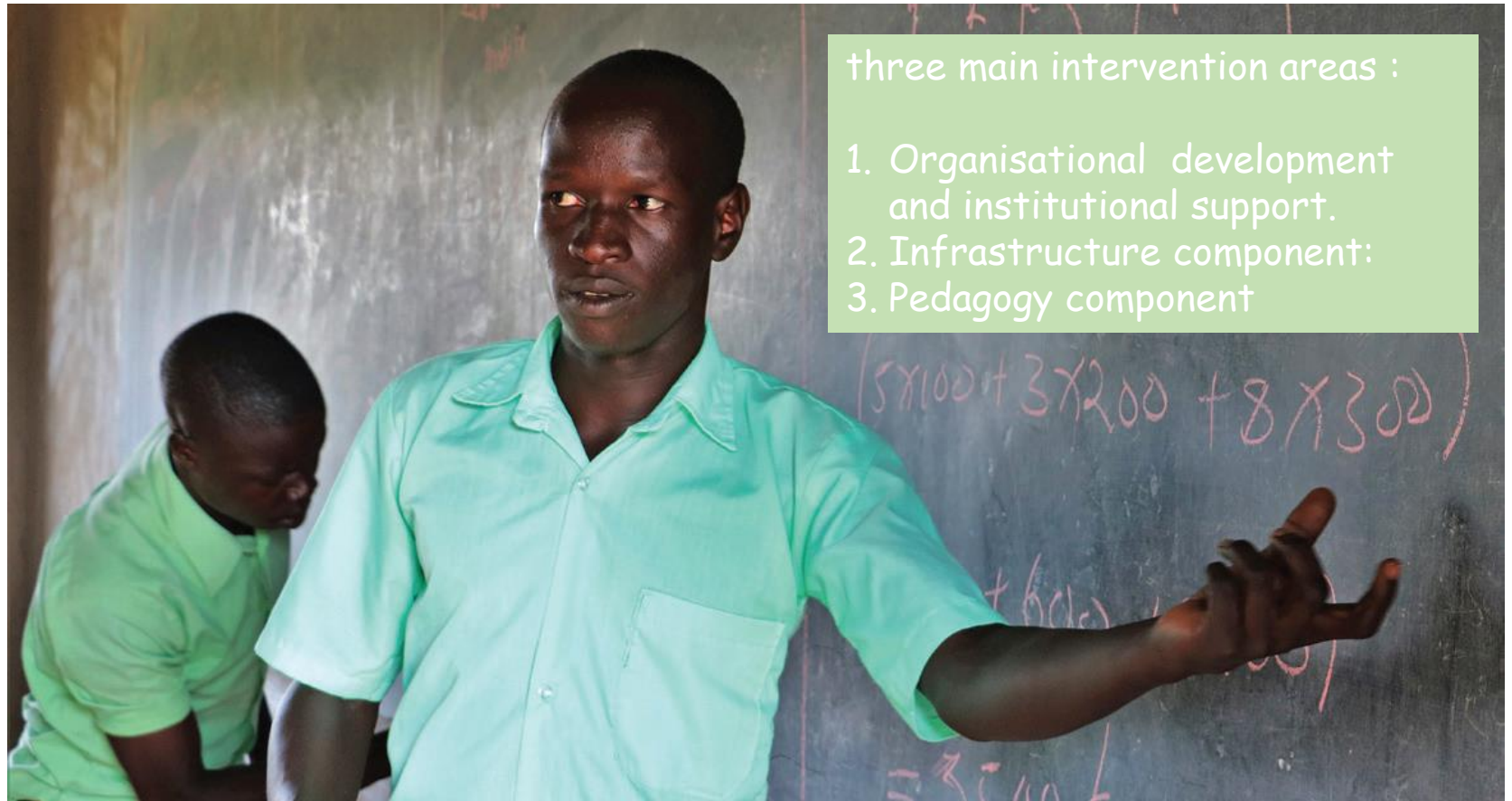
# Objective



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



# 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

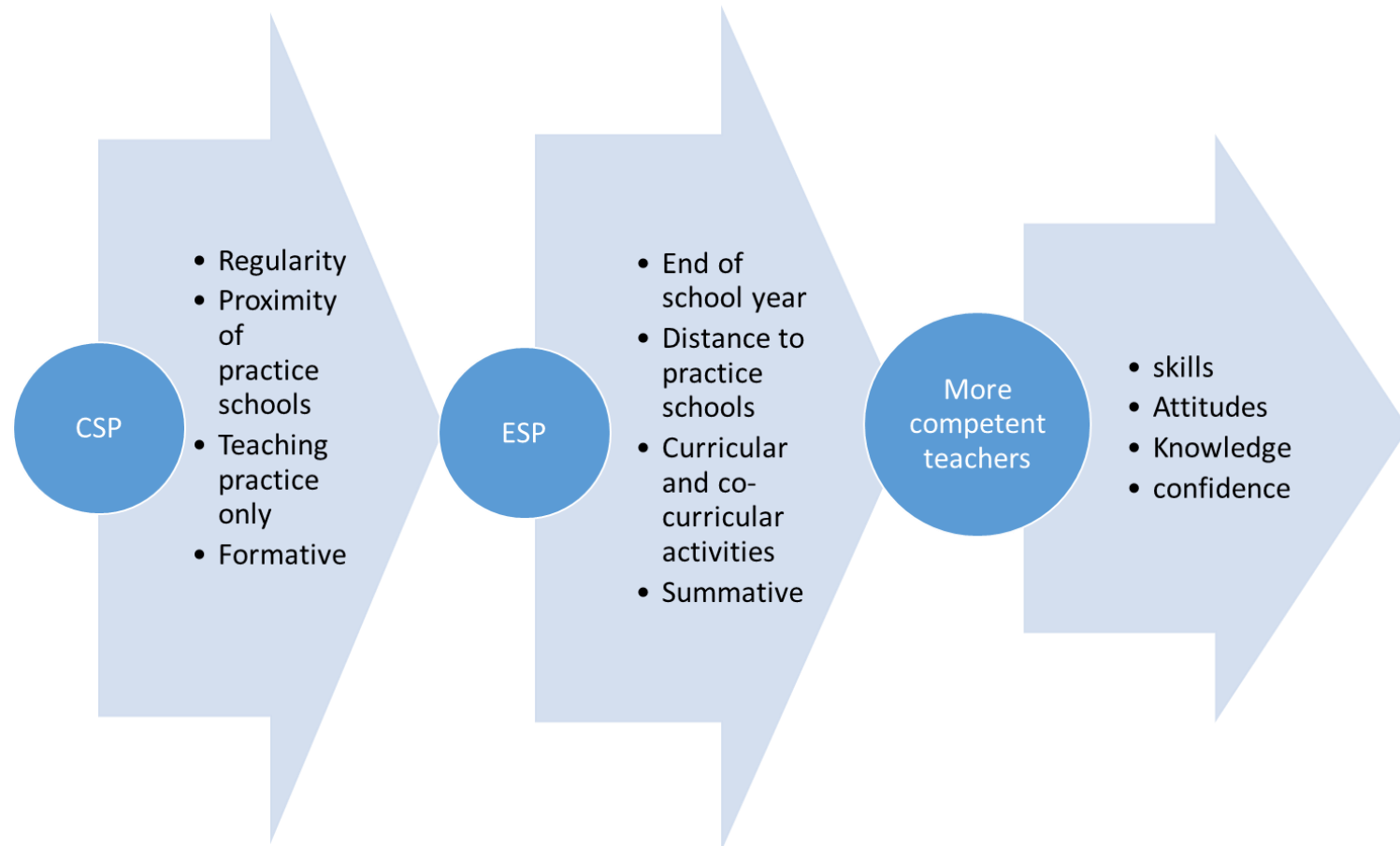
## What is CSP ?

- 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)

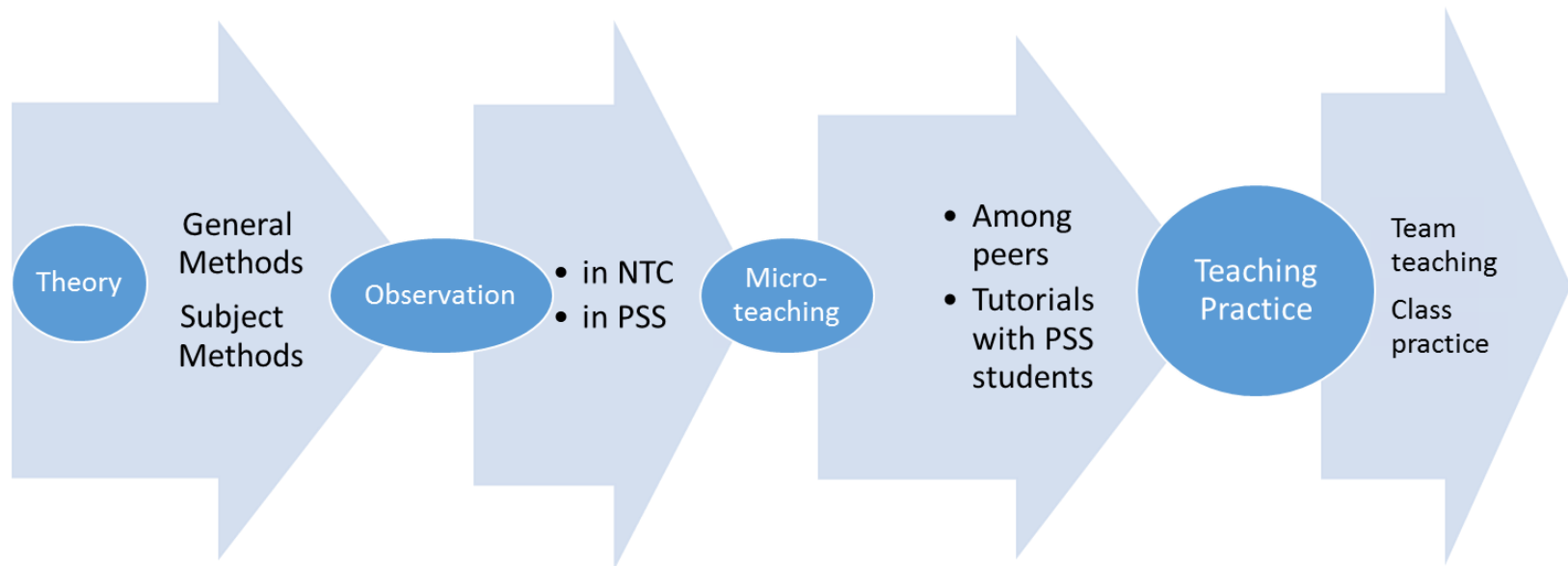
## Objective ?

- 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



# CSP steps





# 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 smart phone 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?**

