

Utilization of Learner Centered Pedagogy in Teacher Education in Uganda

Alfred Buluma,

PhD in Education Candidate, School of Education, Makerere University
Corresponding Author: Alfred Buluma

Abstract: *The mode of instruction in the 21st century has greatly changed from the transmission model to a learner centered ones. Every teacher must be equipped with appropriate learner centered approaches in order to use them in their day to day practice. However, to realize this, it requires teacher education faculties to equip teacher trainees with both theory and practice of learner centered approaches to teaching. Hence, this study aimed at analyzing the nature of teacher education pedagogy used by teacher educators at Kyambogo University. A case study design was used to investigate the mode of instruction used by teacher educators in the Faculty of Arts and Social Sciences of Kyambogo University. Observations of lectures, Focus Group Discussions with teacher trainees, documentary reviews and interviews with teacher educators were the methods that were used to collect data. Findings indicate that majority of the teacher educators that participated in this study use learner centered methods of teaching in their lecture sessions. But the unfortunate bit is, few teacher trainees participate in lecture proceedings because of the big enrollments in such lectures. It was thus concluded that teacher educators at Kyambogo University endeavor to use 21st century pedagogies however, they are limited by the high lecturer student ratios. Therefore, it is recommended that university management at the University should decongest lecture rooms through creating more study groups for effective teaching and learning sessions.*

Keywords: *Pedagogy, Teacher Education Pedagogy, Learner centered pedagogy, Interactive lectures, participatory and collaborative learning, discussions*

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I. Introduction

Pedagogy is the art, craft and science of facilitating learning (Smith, 2012). It involves the use of various activities ranging from careful planning, assessment of individual learners and the teaching - learning situation, to selection and demonstration of appropriate instructional strategies (NIE, 2014). Pedagogy calls for quite a number of decisions from the educator. Some of these decisions are in relation to teaching tasks, classroom management procedures, students interaction during the lesson, use of instructional materials and nature of student assessment (UNICEF, 2012). Such decisions are highly dependent on the teacher's philosophy of teaching. Does one believe in teacher centered or learner centered pedagogy? The former was very predominant in the industrial age where a one size fits all nature of curriculum was the order of the day (Baker, 2013). But with the advent of the 21st century characterized by highly complex jobs, the nature of teaching has greatly been affected to ensure that graduates getting out of universities are prepared for the complex working environment (Charland, 2014; Lamb, 2017). Consequently, learner centered methods of teaching have been advocated for in all education settings.

However, studies that had been carried out to establish the use of learner centered and interactive methods of teaching at both Makerere University and Kyambogo University had indicated that, teacher educators in Uganda were still using transmission models of teaching characterized by lecturing and questioning of teacher trainees during teaching and learning sessions (Kagoda & Najjuma, 2013; and Otaala et al, 2013). Their findings were obtained from interviews with participants. Consequently, in this study, the researchers were interested in finding out whether similar findings could still be replicated through other data collection methods. Hence, in this study, researchers embarked on the use of observation of lectures, focus group discussions with teacher trainees, interviews with teacher educators as well as reviewing relevant documents like internal examiners reports and course outlines to analyze the mode of instruction used by teacher educators in Uganda.

II. Review of Related Literature on Mode of Instruction in Higher Education Institutions

Lecturers at HEIs use a variety of instructional methods with their students. These are generally classified into teacher centered or learner centered methods of teaching (Otaala, et al, 2013). Preference is to a large extent given to learner centered ones because of their promotion of interactive, participatory, collaboration, active teaching and learning pedagogy (BTC &UTAMU, 2016; Kagoda&Najjuma, 2013; UNICEF, 2012). These methods of teaching include: group discussions, guided personalized reading, class level discussion/brainstorming, discovery, experimentation and demonstration (UNICEF, 2012 and BTC & UTAMU, 2016). Others are role play, think-pair-share, simulation, storytelling, peer teaching and project based learning (UNICEF, 2012 and UTAMU, 2016). Further, UNICEF (2012) and BTC & UTAMU (2016) suggest games, case studies, storytelling, recitation, debating, electronic forum, Webinars, Online Chats and Modeling. Finally, Mugimu (2009) cited in Kagoda and Najjuma (2013) cite problem based learning, puzzles, research, modeling inquiry approaches, and reflective journal writing.

These mode of instruction can be offered either face to face, online or blended. Kamardeen (2015), points out that the use of blended pedagogical activities like regular lectures, tutorials and hands-on exercises, competitions, case-based learning and adaptive e-tutorials is believed to be harboring the hidden curriculum that can result into the development of various competences necessary in the 21st century. This is especially true with case based and hands on exercises that requires use of real world problems to be solved in a simulated environment by higher education students. Kamardeen (2015), is also of the view, that the blended model of pedagogical activities in higher education equally brings on board integrated assessment schemes. These assessment schemes, requires higher education students to amalgamate case-based assessment tasks, online quizzes and a class test aligned with lecture and tutorial topics.

PPRC (2010) suggest modes of instruction for the 21st century requires a focus on real-world problems and processes, inquiry-based learning experiences, opportunities for collaborative project approaches to learning, and teaching students how to learn (above “what” to learn). This is further supplemented by basic pedagogical activities by Munsu and Guta (2014) like practical activities, feedback and reflections activities, consolidation and reinforcement activity and practical application in day to day life situations.

Despite the need to have pedagogy that promote active, interactive and collaborative learning as essential for learners of this century, in Uganda studies conducted by Kagoda and Najjuma (2013) and Otaala et al (2013), indicated that teacher educators were still so much bent on the use of teacher centered methods of teaching like lectures and questioning. However, major findings in these studies were got from interviews with participants. Researchers did not endeavor to carry out observations of actual lectures to see for themselves what was the actual mode of instruction used by teacher educators in Uganda. This position was further informed by Kagoda (2018)’s action research study that reported that some educators in Uganda and specifically at Makerere University had started using micro teaching in teaching and assessing teacher trainees of Geography. It was important to observe and analyze the actual modes of instruction at the leading institution in teacher education in Uganda.

III. Theoretical Framework for the Study

This study was guided by Vygostky (1978)’s socio constructivism theory. This is because the pedagogy required by the 21st century teacher must be systematically learnt and developed through the various zones of proximal development. Teacher educators are expected to scaffold the best practices of the various modes of instruction if teacher trainees are to learn the basic principles and practices involved in such methods of teaching. Further, this theory was considered because of allowance of the More Knowledgeable Others like lecturers in providing temporary support to new comers up to such a time that they believe they have mastered the skill (Verenikina, 2008). The 21stcenturymethods of teaching, not only should they be theoretically taught but also have to be demonstrated and practiced if teacher trainees are to learn them and subsequently use them after graduation.

IV. Context of Teacher Training in Uganda

The Ministry of Education and Sports through its Directorate of Teacher Instructor Education and Training (TIET) offers and recognizes four levels or categories of teacher education and training in Uganda namely; Early Child Hood Development (ECD) teachers (with a certificate in ECD teaching) to teach in pre – primary schools, grade three teachers (with a certificate in education) to teach in primary schools; grade five teachers (with a Diploma in education), to teach lower secondary classes; and graduate teachers (with a degree in Education), to teach upper secondary school (Kagoda&Ezati, 2014; MOES & UNESCO, 2014).

With the exception of teacher education at degree and postgraduate levels, all the preceding levels of teacher education are under the mandate of Kyambogo University (MOES & UNESCO, 2014). Therefore, the basis upon which this study focused at Kyambogo University is because of its legal mandate to train teachers in

Uganda. If anything goes wrong in the way teachers are trained at Kyambogo University, it implies a lot is at stake in the education system of the country right from Early Child education to high school education.

Aguti (2003) cited in Basaza (2006) states that a typical secondary teacher education student in Uganda is offered a curriculum that consists of: “(1) a subject matter domain (specific subjects the future teacher will teach), (2) foundations of education (history of education, sociology of education, philosophy of education, economics of education and comparative education) (3) professional studies (in education psychology, curriculum studies, subject methods) and (4) the practicum (school practice).”

V. Statement of the Problem

The nature of employment requirements has drastically changed from an employee equipped with skills to do normal routines at the work place to employees who are not only lifelong learners but ones who are in position to work in complex work situations that require no definite formulae to execute activities (Baker, 2013; Karim, 2013; Lamb et al, 2017). Consequently, the nature of education that should prepare such employees should also change from the transmission model to an education that prepares one to manage the highly competitive and complex working environment. This therefore requires to move away from the teacher centered approaches to teaching to learner centered methods of teaching that have the capacity to nurture participants with interactive, collaborative, creative and critical thinking skills that are highly demanded at today's work places (Kagoda&Najjuma, 2013; Charland, 2014; Lamb et al, 2017; Kagoda, 2018). Unfortunately, studies about the nature of pedagogy in teacher education in Uganda have indicated that lecturers are still stuck with the use of teacher centered methods of lecturing and questioning of learners in their transactions with students (Kagoda&Najjuma, 2013; Otaala et al, 2013). But their studies were so much limited to interviews with participants. Hence, in this study, the intention was to use observations of lectures and review various documents as well as conduct focus group discussions plus interviews of participants to see whether, a replication of similar findings was possible.

VI. Purpose of the Study

The purpose of this study was to analyze the methods of teaching used by teacher educators at Kyambogo University

VII. Objectives of the Study

The Specific objectives of the study were;

- a) Establish whether teacher educators use learner centered methods of teaching
- b) To analyze the methods of teaching used by teacher educators at Kyambogo University

VIII. Methods and Materials

A qualitative research approach was used to investigate the methods of teaching used by teacher educators at Kyambogo University. Specifically, a case study design was adopted to help us understand the context in which various teaching methods are used by teacher educators. The data collection methods used were observation of lectures, focus group discussions with teacher trainees, interviews with teacher educators and reviewed documents. 58 course outlines, 25 lectures and 33 tutorials or micro teaching sessions were observed, six focus group discussions with teacher trainees and ten interviews with teacher educators were also conducted. Data was collected between August 23, 2018 to December 19, 2018.

Clearance to collect data from participants was provided by the Dean, Faculty of Arts and Social Sciences of Kyambogo University. Oral consent was also sought from participants. Teacher educators that participated in this study equally were consulted in the first week of February, 2019 to conduct a member check of the report findings. They permitted us to use the data as it was reported.

IX. Presentation and Analysis of Findings

The research question that guided this study was;“How is teacher education pedagogy offered to teacher trainees of Kyambogo University?” This question was intended at analyzing the various methods of teaching used by lecturers in the humanities teacher education disciplines of Kyambogo University. The results indicate that both teacher centered and learner centered methods of teaching are used by lecturers at Kyambogo University. However, more learner centered methods of teaching were observed by the researchers in lecture sessions observed as well as from data collected from interviews and documents reviewed. As explained below:

Lectures: all the 58 course outlines reviewed proposed the use of lectures as a mode of instructional delivery to teacher trainees. This was in agreement with all the six focus group discussions as well as almost all lectures observed. Whereas there were attempts by lecturers to make these lectures interactive, severally few students would respond to clarifications sought by the lecturers. Most of the times, lectures were dominated by

explanations from the lecturers. Even in incidents where lecturers would seek for explanations of key concepts as a form of diagnostic assessment, few teacher trainees were seen raising up their hands to contribute their answers. Majority of the class remained silent. Quite often, in Language classes facilitators would pose scenarios that would require active teacher trainees' responses but just a handful would be seen responding. Though it would at times be a result of tendencies of some lecturers to receive feedback from only one teacher trainee and then they proceed to other aspects of the lecture. Examples of lectures researchers expected to see an interactive lecture but only one participant dominated include one where the lecturer was interested in teaching how words switch meaning between thought and roles in different languages. Facilitator asked for participants to cite examples of words that can be classified in this category. In a class that was fully packed with some students standing, only one participant gave in a response. She used the concept of colors. She stated that colors in English Language like scarlet, maroon and red are all translated as "emyufu" in Luganda Language. She also brought out another example related to the concept of death in Buganda. She asserted that in Buganda, when one loses a dear one, and you try to console her/him, you ideally tell her "I am sorry" but someone from another cultural background especially English would imagine "I am sorry" implies that you are responsible for the death of the deceased. The lecturer interjected and said that the equivalent of this in English Language would be "accept our heartfelt condolences or commiserations".

In the same lecture, the facilitator explained an aspect of reality and idea. Emphasis was on how the same word can be used to mean different things based on the idea that the speaker holds about the reality he has about the concept under discussion. When the facilitator asked for examples, only one participant responded. The participant talked about her colleague from Makerere University, a fellow linguist who told her to send her the glass that was next to her, and yet it was a plastic container, that society has accepted to term/refer to as glass. That in her response, she asked her whether she knows what a glass is, and in response the Makerere University colleague informed her that, words have no meaning except the meaning attached to them by people. At the end of her submission, the facilitator interjected and referred to this example as theory of meaning. Facilitator was equally extremely impressed by her submission and called upon the entire class to clap for her in appreciation of her wonderful and well thought out explanation of the concept under study. In a span of ten to fifteen minutes, you can see only two participants gave their views and their interaction never went beyond teacher - learner interaction to learner – learner interaction.

In a local language literature class, the facilitator was explaining the various techniques used by novel writers to clearly bring out their message. The facilitator first explained the technique of climax and anti-climax. He used a scenario of his early days of teaching in one of the secondary schools on Namirembe Road in Kampala City. He said as he was teaching climax in a novel setting to high school students, there was a student who asked him; "Teacher, do you want to suggest that climax during love making is the same as the climax you are talking about in the novel?" He consequently asked the teacher trainees that; "if they were in his shoes, how would they answer that question?". It was unfortunate no response from the class was heard because learners were over taken by laughter and excitement. Having received no answer on the question and when teacher trainees were through with the laughter, the lecturer posed another question to the class. The question was to identify climaxes of sadness as well as of happiness in any of the novels they have ever read. Only two responses from a class of nearly 70 teacher trainees were given by learners. They specifically talked about the bad ending of Paulo Kirimuttu who ends up committing suicide in the novel of Kirimuttu written by Cranmer Kalinda.

Discussions

100% of the course outlines reviewed indicated that course facilitators were to use discussions as a mode of instructional delivery. These findings are in line with reports from focus group discussions as well as interviews. The difference is that course outlines talk about generic discussions while FGDs and interviews specify the types of discussions used during lectures. Some of the discussions they talk about are role play, debates, small group discussions, think pair share, and whole class discussion. Two FGDs talked about use of role plays during the teaching of some course units in Literature but this wasn't supplemented by any interviewees nor lectures observed. In one of the FGDs, a participant had this to say; "*Discussion methods like role play are there for those in literature, but they have never been used in any History or Geography lectures*" (GEO/HIST_Teacher Trainee). Likewise, there was only one report about debates as an instructional approach. However, unlike the role plays that were reported to be used in actual teaching, debates were only used by students who are members of the debating club.

Analysis of data from FGDs and interviews revealed that there is use of whole class discussion in teacher education pedagogy at Kyambogo University. This was also very evident in the lectures that were observed. Though, just like it was stated about interactive lectures, quite often whole class discussions suffered from a few dominating students in giving responses. In the first lecture observed on 29th August, 2018 the facilitator called upon a class of around 80 students to cite relevant examples of objects that belong to the first

noun class in Luganda (1Mu). Only two participants contributed answers that were unfortunately wrong. On the 19th September, 2018 while observing a lecture in the same course unit, the facilitator quite often tried to pose tasks intended at arousing whole class discussions but unfortunately only one or two students would contribute to these tasks as evidenced from the observation notes below;

“1:47pm, there is a statement that is being read from the text, and the facilitator calls upon learners to write it on the whiteboard. The statement is ‘omusajjabaddewanoadduse’ (the man who has been here has ran away).

1:48 – the facilitator together with the class reads out that statement. Later, facilitator asks students to identify the grammatical meaning of “abaddde” in the statement. This question required serious analysis of their grammar knowledge. Many of the participants were not in position to volunteer an answer to the question. But finally, one of the participants gave the right answer at 1:50pm and the lecturer chipped in to offer support.

2:31 – new subtopic about Pronouns (Nnakasigirwa) has been started. To look for previous knowledge about the topic, the facilitator asks for a volunteer to give an example of a sentence in English language that has a pronoun (Nnakasigirwa). Only one of the students gives an example of ‘she is beautiful’.

2:37 – more tasks are given but this time in Luganda. Students are called upon to construct sentences in the first person singular. One of them offers ‘Nzeeyatuttekitabo’ (I am the one who took the book). Immediately after writing it on the chalk board, the facilitator asks the rest of the class members to assess the correctness of that statement. Up to 2:40pm none has volunteered an answer. Except one who volunteers to give an alternative statement as ‘Nzenatuttekitabo’ (I am the one who took the book). Though she offers no explanation as to why she was giving another answer.” (Luganda Language Session_26/09/2018).

Even in Literature based lectures, whole class discussions would be domineered by a handful of participants. When observing one Literature based lecture, the facilitator tasked teacher trainees to discuss how the feminism theory has been applied in the different literary texts. Only three participants in a class of 70 contributed to this discussion as reflected in the observation notes below;

“4:44pm – there is a question posed about the applicability of the feminism theory in the different Luganda novels and drama story books. Two of the students talk about a character in the play of LozioBbaSsesiria who in all aspects of life behaves as a man but has limits on how to address the man he married into her house at a time when he was with fellow men in public gatherings.

Another student identifies characters in OmuzimugwaKasooba who are oppressed by fellow characters including those who are subsequently killed as the story/plot develops (4:48pm).

At 4:50pm another student cites examples from BwaliButamanya of society’s approval of adultery on the side of men and yet they blame the ladies too much. A case in point is a one Nakakaawa who was severely rebuked for involving herself in adultery at a time when her mum was sick and bedridden. (Session in Course Unit in Local Language Literature_26/09/2018).”

Similarly, on several occasions in one of the English language course unit lectures that was observed during the period of data collection, the facilitator would provide mini lectures and reading lists in a week’s time to teacher trainees. Facilitator was of the view that by the time teacher trainees would come to the lecture they would have acclimatized the content of the lecture and therefore would actively participate in the lecture. It was unfortunate that even in his lectures, just a few students would actually participate in whole class discussions as illustrated in observation notes below

“10:40 – learners are asked to compare

(a) John was in prison.

(b) John was arrested.

Do the two mean the same?

10:42 – first student explains that in the first one, John was arrested and he has been in prison. But another student disagrees by saying that may be John was in prison to see someone else.

First respondent, on the second question was of the view that possibly John was arrested but never taken to prison.

10:47 – another illustration is given of

1(a) “My name is Peter” vs

(b) Peter is my name

2(a) I ate apples vs

(b) They were apples I ate”.

Facilitators asks learners, whether the intent in each of those sentences was the same?

First respondent – says the two statements on question two are the same. But, one other respondent disagrees with her part (b) of the second question she brings in an idea that possibly there were a variety of fruits but this writer only ate apples (English Language Lecture_02/10/2018).

Shockingly, even in lectures that were almost a recap of what teacher trainees have been studying since their primary school education, very few participants would contribute to whole class discussions in a lecture of about 40 students. There was a lecture where the facilitator asked participants the role of exclamation and quotation marks in news articles writing and astonishingly received very minimal responses as you can see from the observation notes below;

*“What is the relevance of proclamation marks and Quotation marks in writing news articles?
For the former, one of the teacher-trainees accurately responds to it and her response was agreeable to the facilitator the very first time. While the latter, about four attempts were given but they were generally partial explanations as per the assessment of the facilitator” (Local Language Session_ 25/10/2018).*

Besides whole class discussion, the researchers also gathered evidence of the use of small group discussions in teacher education pedagogy. These small group discussions were used both in class lectures and out of class private discussions among students. The out of class small group discussions were one of the hurdles of securing appointments to hold FGDs with teacher trainees. Most of the time proposals to conduct FGDs would be given to participating teacher trainees, they would tell the researchers that it was time for their private discussions in their study groups. One time, while conducting an FGD with teacher trainees of History majors, they told the researchers to use limited time such that they can join their colleagues in the out of lecture small group discussions. Almost in all the FGDs participants revealed that in some of their lectures their lecturers integrate small group discussions in their lectures. This was further qualified by lectures in one of the English Language course units that were observed. In this course unit, once in a while the lecturer would tell students to work in pairs or in groups of not more than five teacher trainees. These tasks involved both those that were expected to be done in class as well as the take home assignments that culminated into their course works. At some point in time, the facilitator allowed teacher trainees to consult their colleagues before they would write their essays in a test. Immediately after this test, he told them the purpose of that test was to establish their comprehension and application not just how best they would memorize. Hence his justification to have them first discuss in small groups the test items before they could individually write their essays. In one particular session, the conceptual procedures of a small group discussion were adhered to by default. The facilitator never told them to select a group leader, but dominant members assumed this role. Secretaries were got from each group and at the end one representative from each group presented to the plenary what they discussed. This particular session went as;

“At 9:42am – Teacher-trainees were tasked to go in groups of five teacher trainees and provide real life examples about statements provided about culture in the mini lecture manual.

Not too sure whether it is by design or that is how students sit as they come in for this lecture. The group that is next to the researcher, is holding their discussions in Runyakitara without having members from elsewhere in the lecture room joining them. Everybody else in the lecture room is taking part in group proceedings. However, a few are just observing their colleagues.

As discussions are going on, some group members in some groups are seen taking down notes of the group proceedings.

Majority of the groups formed are to the maximum of three group members. Mainly formed on the basis of proximity to each other in relation to their sitting arrangements.

These teacher-trainees have to agree with each other on possible answers about ways of learning culture within the stipulated time assigned to this discussion. However, dominant participants are trying to influence their partners to take on their ideas. Whenever answers are agreed upon, notes are taken down by group members.

House is called back to order at 10:03am. The voices that have been coming from the different groups are considerably lowered down” (English Language Session_ 11/09/18).

Finally, the last aspect of discussion established was think pair share. Although it was only observed once in the lectures. It was equally reported by participants in the FGD with English Language teacher trainees to be used in English Language course units. In this particular session where the facilitator used think pair share discussion method, he first read out a task and told the teacher trainees to turn to their neighbors and share ideas. As categorically seen in the lecture observation notes extract below;

“Exercise about formal, informal and politeness

Questions

Which of the following expressions would you use with your peers?

- a) What
- b) Sorry
- c) I beg your pardon
- i) Why and why not.

Teacher trainees are asked to share with their neighbors” (English Language Session_30/10/2018).

Presentations: Besides use of discussion methods in teacher education pedagogy at Kyambogo University, there is equally use of students' presentations as a mode of instructional delivery. These presentations were done during the major lectures as well as during tutorials. All humanities subjects have staff employed as Teaching Assistants (TAs) and they are specifically mandated to facilitate tutorials. In some subjects like History and Religious Studies researchers established that tutorials constitute 5% of the final scores a teacher trainee receives at the end of the semester. These marks are awarded on the basis of regular attendance as well as presentation in at least one of the tutorial sessions.

However, during lecture observations there were three sessions where the facilitator would equally encourage teacher trainees to make presentations of the take home assignments he had given in the previous lecture. Equally, when small group discussions were held, the facilitator would call upon group representatives to present the contents of their discussions to the rest of class members. Unfortunately, in the case of the former, teacher trainees were hesitant to present and only one of them presented in this particular lecture even when they had been with the task for over ten days. On this particular day, the extract below portrays what happened;

"2:55pm – it is now apparently clear that teacher-trainees were given take home assignments. Facilitator is calling upon them to come and present what they researched about symbols on whether they are conventional? Only one participant rises up. Even when the facilitator continues to call others to come forward, his pleas fall on deaf ears.

3:00pm – the presenter is still delivering what they agreed upon in their group. Unfortunately, because this was a make-up lecture, another lecturer together with his class/learners knocks at the door to use the room because on the time-table he was supposed to be in this room. Consequently, this presentation is cut short.

When you take keen interest at looking at this presenter, you realize, he is good at using gestures to emphasize the points he is explaining to the audience" (English Language Session_ 21/09/2018).

Guided reading: This is another mode of instructional delivery that is commonly used in Language and Literature based lectures. The Local language closely observed during data collection throughout semester one 2018/2019, the facilitator prepared a pamphlet that he would encourage teacher trainees to read its content during the lecture and then seek for explanations of what has been read. He would equally explain abstract concepts after they have read. The trend was closely the same in one of the English language course unit that was equally observed closely throughout the semester. The lecturer concerned in the English language course unit, would prepare mini lectures in advance of at least a week before he would conduct that lecture. As part of the mini lecture, he indicates the reading materials to further enhance teacher trainees' understanding of the concepts in the course unit in the event they took it upon themselves to read the suggested list of books and journal articles. Further, in the mode of take home assignments, the facilitator would emphasize the need for teacher trainees to prove that they have read the relevant books before they embarked on their essays. Specifically, he told them that he was putting aside 10% to referencing both in text citation as well as the list of references at the end of the essay as long as that list was matching with the in text citations. Likewise, in one of the Local Language Literature, teacher trainees were requested by their lecturer to read at least six Luganda Literary texts in preparation for the end of semester examinations. These texts were not supposed to be on the current list of books examined by Uganda National Examinations Board (UNEB) either at Uganda Certificate of Education (UCE) or Uganda Advanced Certificate of Education (UACE). To ensure that teacher trainees took the lecturers' words seriously, he embarked on a series of six tests in a row based on what they had read from these texts. The first test required teacher trainees to outline the titles of literary text books they had read. The second test teacher trainees were requested to write down the climax and anticlimax in any two of the novels they indicated they had read in the previous test.

Note taking; though this is apparently un popular in pedagogical literature, it was found out that it is still practiced. Students are equally comfortable having lecturers who can dictate for them notes. I remember an encounter immediately after the lecture, a course coordinator came following the lecturer and sought for audience from him. He was given the audience and first thanked the lecturer for the work well done. He appreciated his services and afterwards told him the reasons why he needed to talk to him. He informed him that he was forwarding complaints raised by his classmates. He reported that his classmates were of the view that the mode of teaching used by the facilitator, was only helpful to clever students. That his teaching was too much of encouraging learners to understand and apply concepts he teaches. It did not help them generate quite a number of points that they are most likely to write or reproduce in exams. That for them their interest was in passing exams and not understanding concepts without points that can be reproduced in the end of semester examinations. He concluded by telling him that *"students say they are too old to change their mode of learning. They don't see themselves changing from the mode of learning they have been used to from nursery/ kindergarten through primary and secondary schools and just change it overnight at the university"* (Coordinator of one of the English Language Course Units_ 16/10/2018). This revelation made researchers

recollect their thoughts on what had been seen in other lectures not taught by this facilitator. For instance, in one of the lectures observed in Religious studies, the lecturer would always start by dictating notes and then would explain afterwards; in two of the local language course units that were closely followed, teacher educators could either dictate notes for teacher trainees or prepared pamphlets or lecture notes/ handouts. Likewise, in History, in the FGDs participants revealed that in most course units they have lecture notes dictated just like the case was with some Professional based course units. Equally, important when a close scrutiny of tutorial proceedings was done, we realized that quite a number of teacher trainees would take notes of key points that were being raised by the presenters.

Story telling; Most of the lectures observed were equally punctuated by storytelling both from the lecturers as well as teacher trainees. In trying to teach the concept of personification, the facilitator used a historical event about drama series that were relayed on radio Uganda in the 1990s to clarify how non-human objects like goats and hares were used as human beings. Others were in Religious Studies lectures where students had an argument with the facilitator on whether witch craft exist or not. The lecturer told the class that there is no such a thing like witch craft and students told him, *'sir it seems you do not understand what you are talking about.'* One student went ahead to share stories from his home town that; *"there was a shop that was robbed, the shop owner told residents, that whoever took the items of the shop would bring them back. Later on that evening, people came back on their knees with the shop items as well as seeking for pardon from the shop keeper"* (Religious Studies Teacher Trainee). Because of this story, everyone in the lecture including the lecturer started to believe that witch craft exist. To substantiate the claim, the lecturer went on to mention instances in the bible that portray practices of witch craft.

Demonstration; this is yet another mode of instructional delivery that was reported by lecturers in interviews and actually observed in some of the lectures. One lecturer of Geography informed me that because of the inadequate Information Communications Technology facilities in the Faculty of Arts and Social Sciences, he realized that he had no option to teach aspects of the course unit without use of demonstrations on the projector for students to see what they have to do on their own when they succeed to secure private laptops and download the necessary software. Equally, a lecturer in languages told me that in the bid to teach the various aspects of Phonology, they are always forced to demonstrate how sounds are formed by the tongue, teeth and lips. Likewise, in some lectures I observed lecturers laboring to demonstrate concepts that seemed to be abstract to teacher trainees. For example, in one lecture, the facilitator was explaining the concept of a stem (enduli) in a verb. He called upon one of the teacher trainees to stand and use his body to show to the rest of the class what could be the representative of the stem. In another incident, this very lecturer called upon a group of six teacher trainees to demonstrate the concept of the three persons in Luganda grammar. Although it took them time to demonstrate the concept, they were in position to finally do what they were requested to do with the guidance of the lecturer. Finally, the last aspect of demonstration was very evident in Applied Linguistic Stylistics tutorials. Quite often, after delivering their presentations, teacher trainees would be requested to demonstrate what they had presented. I saw those demonstrating the roles of both television and radio news anchors as well as delivering a speech as a medical personnel on how some community in Mityana district can prevent themselves from more HIV infections. Participants further demonstrated how to write a Curriculum Vitae, condolence messages as well as formal and informal letters. The most important aspect liked about Applied Linguistic Stylistics tutorials was the emphasis from the Teaching Assistant to have each group of teacher trainees presenting to at least show a demonstration of a particular style.

X. Discussion of Findings

Findings in this study established that teacher educators at Kyambogo University use a variety of teaching methods ranging from the teacher centered like lectures, storytelling and use of questions to learner centered methods like whole class discussions, small group discussion, think pair share, presentations, tutorials, demonstrations, guided reading and note taking. These forms of teaching methods are in line with the earlier ones established and recommended to be used in higher education by BTC & UTAMU (2016) and UNICEF (2012). From the small group discussions during lectures, guided reading and tutorials, teacher trainees were able to experience learning on their own, interact with one another in their groups and got fully engaged in learning episodes. Hence, teacher educators that implement these modes of teaching help teacher trainees realize the potential benefits of active teaching and learning pedagogy discussed in earlier literature by BTC & UTAMU (2016) and UNICEF (2012). Consequently, findings in this study differ from what had been established by earlier studies that teacher educators in Uganda mainly use lecture or transmission based models of teaching teacher trainees (Kagoda&Najjuma, 2013 and Otaala et al, 2013).

Unfortunately, despite efforts by most teacher educators to use interactive, participatory and collaborative methods of teaching, in most of the lectures that were observed, only a handful of teacher trainees

would realistically participate. Almost the same participants would be seen putting up their arms to answer questions and a few dominant group members would take over almost all group proceedings. Thus this does not align well with the principles of interactive learning that require an active and participatory learner during lecture proceedings (BTC & UTAMU, 2016; Mugimu, 2009 cited in Kagoda&Najjuma, 2013). To worsen matters, even in lectures where teacher educators provide take home assignments that have to be presented in subsequent lectures, few teacher trainees take the initiative to work on them and prepare to present in subsequent lectures. This is contrary to Saveedra and Opfer (2012) reports about the use of individual take home assignments as a starting point for group work activities at school in the subsequent lessons used in Finland and Singapore. Therefore, whereas it is easier to nurture 21st skills like communication and critical thinking skills in education systems like those of Finland and Singapore, there is still a long way to go in Uganda with such attitude among teacher trainees who are very soon taking on the mantle to nurture the young generation.

Findings reveal that the mode of delivery in teacher education is largely face to face. Literature reviewed suggested that in this era, higher education pedagogy can be provided either as face to face, online or blended (Karmadeen, 2015). Thus the potential of both blended and online learning like online tutorials, individualized learning and online assessments are not currently in anyway enjoyed by teacher trainees at Kyambogo University. However, similar benefits are still being enjoyed through the face to face sessions with their teacher educators through the tutorials they attend and regular assessments given to them. But they still miss out on the on spot feedback potential of online learning to learning tasks. Most online learning materials feedback is always instant.

XI. Conclusion

Majority of the teacher educators in the Faculty of Arts and Social Sciences of Kyambogo University use learner centered pedagogy like discussions, presentations, demonstrations and guided reading. Consequently, given the tasks given to teacher trainees as part of the methods of teaching by teacher educators and mode of instructional delivery have facilitated the development of key 21st century skills among teacher trainees most especially critical thinking and communication skills. Unfortunately, findings indicate that just a small fraction of teacher trainees are benefiting from the interactive and collaborative approaches to teaching because of the high enrollments in lecture rooms.

XII. Recommendations

That teacher educators should maintain and improve the use of learner centered approaches to teaching. This will go a long way to improve teacher trainees' participation and involvement in learning. Secondly, if university management is willing to have each teacher trainee in the Faculty of Arts and Social Sciences participate in interactive and collaborative pedagogies of the 21st century and therefore, leave the university with not only the theory but also the skills to teach the same way they have been taught at the university, there is urgent need for them to split the current student population in both lectures and tutorials into manageable teacher students' ratios. Reducing the students' population will go a long way to reduce on congestion in both lectures and tutorials.

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