

Cultivating Teacher-Trainees' Experiences of Integrating Emerging Technologies in Teaching Luganda Language to the Young Generation

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Abstract

Although young learners of this generation have grown up with and generally prefer to learn using Emerging Technologies (ETs), a few teachers of Luganda language graduate with experiences of integrating ETs in their teaching. This presentation emerges from a Design Based Research in which 68 teacher-trainees at Makerere University were enrolled in a semester-long (17 weeks) blended learning intervention aimed at cultivating their experience of integrating ETs in teaching Luganda language. This PhD study was informed by Kolb's (1984) Experiential Learning Theory (ELT) and Reeves' (2006) model of conducting research in authentic e-learning contexts. During the study, participants were guided to exploit the affordances of more than 50 ETs in their teaching. Towards end of the intervention, participants made presentations demonstrating their acquired knowledge. Their presentations were video-recorded and posted on different vodcasting platforms including Soundcloud and YouTube. In effect, participants were tasked to view vodcasts of their presentations, and make written responses to four key research questions based on the following theoretical propositions about use of ETs in teaching: a) Concrete Experience, b) Active Experimentation, c) Abstract Conceptualization, and d) Reflective Observations. The study recorded and utilized participants' online responses as its primary data and subjected such data to a Discourse Analysis. In this presentation, the researcher will present some of his preliminary findings.

Biography:

David Kabugo is an Assistant Lecturer in the Department of Humanities and Language Education at Makerere University. As a teacher-educator and researcher, he is committed to sound use of Emerging Technologies to revitalise the teaching of indigenous languages in general, and Luganda

language in particular.

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