



KISUBI BROTHERS CENTRE OF UGANDA MARTYRS UNIVERSITY

**BACHELOR OF ARTS WITH EDUCATION (B.A.Ed)
Accredited to Uganda Martyrs University - Nkozi
Programme Director: Rev. Bro. Dr. Andrew Yiga**

**EDU: FOUNDATION OF SECONDARY EDUCATION
AUGUST - DECEMBER 2007**

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SUMMARY DESCRIPTION

This course is designed for student teachers at Kisubi Brothers Centre of Uganda Martyrs University. These are being prepared to be teachers of teenagers (aged 13 - 18 years) in Ugandan and other countries within the East African community. Secondary school teachers interact with adolescents who are in a unique period of transition between childhood and adulthood. This period is crucial for making choices for long term careers and preparing for them. A student teacher is introduced to the general principles behind the secondary education based on human development, history of education, philosophical considerations of education and sociological dynamics. The course shall be conducted in 15 weeks during which student teachers shall attend lectures, get involved in discussions, carry out some research work and write an assignment and sit for an examination.

MODULE TITLE:	<i>Foundation of Secondary Education</i>
MODULE CODE:	EDU 109
MODULE LEVEL:	Bachelors Degree
CREDIT POINTS:	3 credits
SEMESTER:	1: August - December 2007
LOCATION:	<i>Kisubi Brothers Centre of Uganda Martyrs University.</i>
COURSE COODINATOR	Rev. Dr. Aloysius L. Bukenya
TEACHING STAFF:	Aloysius Lwanga Bukenya

HOURS:

Lectures	Hrs 28
Tutorials/Discussions	Hrs 14
Supervised group work	
Examination	Hrs 3

ACADEMIC SUBJECT: *Education*

RATIONALE

Secondary education is the sequential stage to primary education, it culminates in the advanced levels of education when students are prepared to undertake university education and training into various careers and professions.

This course equips student teachers with a knowledge base that explains the rationale for secondary education. The rationale is based on a variety of approaches including philosophy, psychology of development, history, and sociology.

By the end of the course the student teacher shall be well founded in principles that uphold secondary education: and will have the confidence to contribute to the provision of secondary education to teenagers the teaching subjects they conduct.

The course contributes to awakening in the student the concept of a holistic education and of a holistic teacher, whose goal is the realization of human virtue within and outside the educational settings: good teachers teach subjects, great teachers teach pupils. Student-centered teaching results from considering education as a multidisciplinary practice which leans on a variety of approaches to obtain its uniqueness. The foundations of education is one way to highlight that concept.

AIMS

The course will engage student teachers in exploring the philosophical, sociological, developmental and curricular explanations that serve as justification and rationale for secondary education. The students will be engaged in evaluating the nature of secondary education given the state of affairs in Ugandan graduates of secondary and university institutions. They will be open to discussing the way forward to improve on the quality of secondary education.

Specific Aims

- Explore the philosophical foundations of education by examining its perspectives.
- Examine the national grounds for secondary education: White paper 1992.
- Consider the development stage of adolescents in secondary schools: and consider the best ways to support their learning.
- Comparative education: experience of secondary education in G. Britain, Ireland, France, USA and consider lessons that Uganda may draw from those settings.
- Issues of special education and contribution of culture, and family in shaping ones views of careers education for teenagers.
- Consider challenges that secondary school students face, and the role of the school to help them out. Serving as holistic teacher.

LEARNING OUTCOMES

A successful student will be able to show that he/she can:

KNOWLEDGE AND UNDERSTANDING

- K1 Explain the development stage of adolescence within the setting of secondary education: a stage of preparing individuals for adult roles in society.
- K2 Explain the government's interest in secondary education as a period of inculcating national values through specific philosophies. Control education: you control the nation.
- K3 Have developed skills for critical analysis of the education system: Consider the example of educational goals versus the national economy.
- K4 Explain the concept of education as variegated, and to develop a personal view of education that is appropriately defensible.
- K5 Strategise the home (ones culture) classroom and school setting as the place where all education takes place. The role of extracurricular staff

INTELLECTUAL QUALITIES

- I1 Awareness of the educational theory from the perspectives: Philosophy, Sociology, Comparative studies, Psychology, State.
- I2 Ability to develop and defend a personal view point of education.
- I3 Understanding of approaches used in shaping up a national curriculum: justification for new changes and trends.
- I4 The ability to carry out research and compile a small scale study based on current information on issues pertinent to Uganda's state of affairs. One may also base their study on any other country within the East African Community.

PROFESSIONAL/PRACTICAL SKILLS

- P1 Be committed to communicating holistic aspects of education using the medium of ones teaching subject.
- P2 Apply foundations of education to understand the classroom atmosphere, and to relate accordingly with students.
- P3 Use the background knowledge from the course to develop and share good practice
- P4 Be aware of their limitations of providing education in a third world context: nevertheless, maximise on the opportunities to do effective

teaching to the young.

P5 Develop an increased awareness of students' own personal and professional strengths and developmental needs

CONTENT

- Week 1 Introduction. Ground rules. General introduction to the course: its rationale and justification within the teachers training. What is Education? Purpose of education, Methods of education. Philosophical foundations/perspectives.
- Week 2 Philosophical Perspectives: Idealism, Rationalism.
- Week 3 Philosophical Perspectives: Pragmatism, Existentialism.
- Week 4 Comparative - International experience: Great Britain, Ireland, France, USA.
- Week 5 Aims of secondary education in Uganda: principles/aims as stated in the policy documents: the White Paper (1992). A relevant education syllabus in the changing situation. Liberalization of education, private schools and universities, challenges and benefit.
- Week 6 Secondary school curriculum in the changing times: employability, technology.
- Week 7 Recipients of secondary education: a unique age group of teenagers. Adolescents thinking patterns, ego centrism: Piaget.
- Week 8 The school fit environment: stress, issues of pastoral care in secondary schools, counselling. Careers guidance.
- Week 9 Challenges to secondary education: Culture and gender, HIV/AIDS, war ravaged regions of northern Uganda, and elsewhere. Self Concept. Self esteem - building blocks. Perceived and real self.
- Week 10 Dealing with sensitive issues. Working with young people on bereavement, loss and dealing with grief. Stages and impact on young people. Helping young people to move on.
- Week 11 Dealing with sensitive issues The role of the school in dealing with abuse - physical, emotional and sexual. Bullying Issues. Ethical issues in schools. Disclosures and confidentiality.
- Week 12 Special learning needs and secondary education; definitions, and the right to education for all. UPE, USE, Employability of people with special needs.
- Week 13 Special needs education
- Week 14 Review of the course. Evaluation: Ugandan school today and tomorrow: in the context of the new East African Community.

LEARNING AND TEACHING METHODS

A variety of methodologies will be used in the facilitation of this course unit:

- *theoretical input*
- *discussions*
- *assignment work*
- *group work*
- *individual reading*

ASSESSMENT

Assessment for the course will be based on an assignment and the final examination.

The assignment single piece of work, see guidelines on a separate page.

Give the distribution of marks between coursework and examination

50 Marks Coursework

50 Marks Examination

READING LIST

Required

The Government White Paper entitled Education for Integration and Development, published in Kampala, 1992.