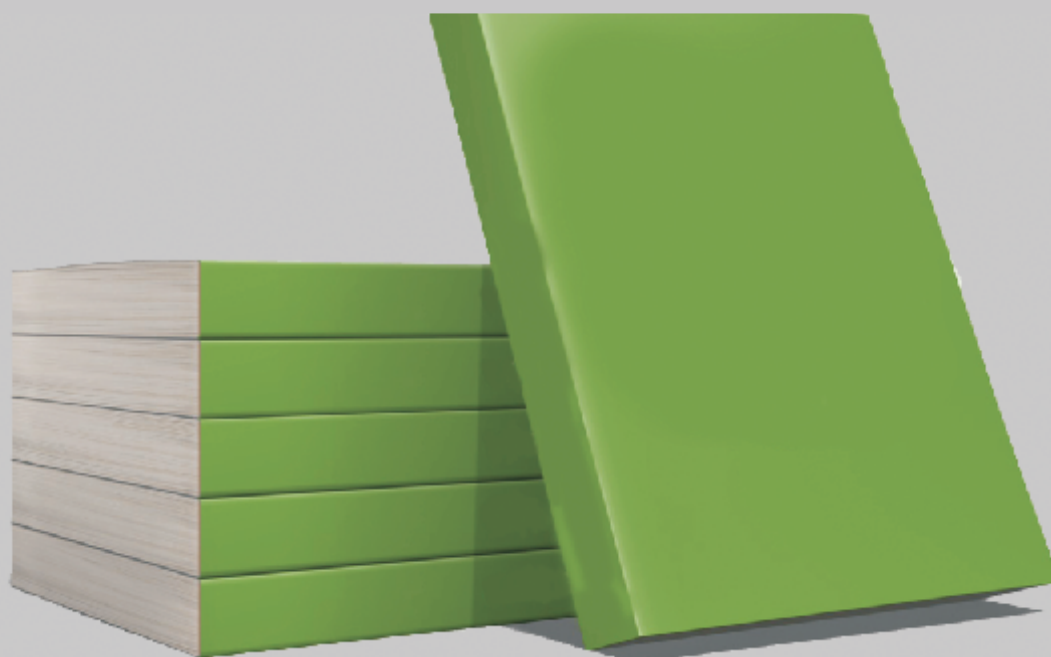


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Volume 2



**Madalitso Khulupirika Banja
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EDUCATION**

Volume 2

Madalitso Khulupilika Banja
Editor

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CHAPTER ONE

Inclusive Education – Implementing Universal Design for Learning

Ensa Johnson and Kenneth Kapalu Muzata

Overview

Over the last two decades, access to basic education for all learners - with or without special educational needs – became an important aim for many countries in the world (Kiru, 2018). This chapter will first provide a background on special and inclusive education based on a Zambian perspective and will then address the move from special to inclusive education based on a human rights and social perspective. It is suggested that the implementation of Universal Design for Learning (UDL) be used in inclusive educational settings to accommodate all learners with and without disabilities irrespective of their differences. Practical suggestions of UDL for the classroom will be provided and thereafter, the implications for UDL in education will be discussed. Finally, a framework for the successful implementation of UDL in developing countries will be proposed.

Keywords

Inclusive education, Universal Design for Learning, Special education.

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CHAPTER TWO

The Practice Based Model: A Proposed Training Package for Special Education Trainee Teachers in Zambia.

Kenneth Kapalu Muzata and Thomas Mbunji Ndonyo

Abstract

This chapter proposes the adoption of the Practice Based Model in training of special education teachers in Zambia. The practice based model whose links lie in the Cognitive Apprenticeship Model and Constructive Psychology emphasises effective learning and effective teacher training to be based on practice. Currently in Zambia teachers are trained at diploma and degree levels for three and four years respectively in public and private colleges of education and universities following the same training model with mainstream teachers. The teaching practice period accorded to trainee teachers is not adequate. Questions about special education teachers lacking competences in sign language and braille for instance have been echoed. These are practical skills requiring mastery over a period of time. Currently, student teachers in colleges of education go for teaching practice twice for three months each at 2nd and 3rd year levels while a variety of differences exists at university level with some universities sending students for only 8 weeks. The New Curriculum Framework 2013 recommends that teaching practice should not be less than 3 months. This is an umbrella arrangement which does not favour effective training of teachers for learners with special education needs. Special education teachers need more hands on (practical) experience with various types of challenges of learners with special educational needs. This paper calls for more time for special education trainee teachers to practice and gain not only content but skills and values for teaching learners with special education needs. The chapter analyses the deficiencies observed in the current special education teacher preparation and suggests the adoption of the practice based model so as to have effective teachers who would competently teach learners with special needs in any environment where such learners are found.

Keywords

Special education teachers, Special education, Teaching practice, Practice based, teacher training/education, Zambia.

Citation

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CHAPTER THREE

Sociology of childhood and its contribution to Brazilian Early Childhood Education

Bruna Breda and Maria Leticia Nascimento

Overview

In this chapter, we will present the main features of the sociology of childhood, a field that has been developing for the past three decades. We discuss the two main pillars of the field: understanding childhood as structural category in society and children as social actors and agents. After that, we present some information on the work done in Brazil in the field. The second part of the chapter is dedicated to Early Childhood Education in Brazil. After presenting a historical overview we discuss the development of children's right to ECE in our country and, how in recent years the views on children and childhood that sociology of childhood introduced made possible to produce changes in children's lives through Early Childhood Education policies.

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CHAPTER FOUR

Introduction of computer education in the curriculum of Zambian Primary and Secondary Schools: Benefits and Challenges

Felesia Mulauzi, Gabriel Walubita & Judith Pumulo

Abstract

The important role of ICTs in improving learning and teaching in the education sector has been widely recognised. Governments worldwide are prioritising the training of their citizens in ICTs. Consequently, the Government of the Republic of Zambia through the Ministry of General Education introduced Computer Studies in schools, starting from Grade Eight and ending at Twelve. However, there has been limited understanding on the benefits of introducing this subject to both teachers and learners and challenges faced to teach the subject in Zambian schools. The purpose of this study was to establish the benefits and challenges in the teaching and learning of Computer Studies in Mwandia District, Western Province of Zambia. The study employed a qualitative approach where 16 schools participated in the study. Thirty-two purposively selected respondents, two from each school, participated in the study. Face-to-face interviews and non-participant observations were methods used to collect data. Data was analysed thematically. The findings revealed that there is insufficient ICT infrastructure in schools. Teachers with a bit of knowledge of computers or interest in ICTs are used to teach Computer Studies. The main benefits of having computer knowledge included improved information environment; work performance, communication and employment prospects; innovation and creativity; enhances lifelong learning and provides greater self-sufficiency. Inadequate ICT facilities/equipment, lack of time to adequately teach the subject, lack of trained teachers in ICTs and upgrade computing equipment, limited financial resources and lack of Internet connectivity were the main challenges faced towards effective teaching of the subject in schools. The study recommends for trained expertise, increased funding, and acquisition of ICTs equipment and materials in order to teach the subject effectively.

Keywords

ICTs, Computer Studies, Curriculum, Education, Zambia, Training, Teachers, Learners

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CHAPTER FIVE

Religion and Education: appropriate Religious Education for Zambia today

Farrelli Hambulo

Abstract

The chapter focuses on the various dilemmas currently faced by Religious Education (RE) in Zambia's national education curriculum. It points out that, to some extent, the dilemmas experienced by RE can be attributed to the diminishing importance granted to 'religion' in Zambia's education system. As such, the chapter strongly advocates for reclaiming the integrity of RE as a curriculum subject in the Zambian national education curriculum. The compatibility of the concepts of 'religion' and 'education' is given a fair articulation in the chapter. Also discussed in the chapter are reasons why education should always include a religious aspect. The final aspect in the chapter is a discussion on what I consider to be the most appropriate RE for Zambia today through the provision of various insights concerning what ought to be done. As a closure to the chapter, it is pointed out that implementation of the suggested RE programme in this chapter is realistic or feasible since the suggestions discussed are largely in agreement with the overall national philosophy of education as contained in Zambia's current major education policy of 1996 dubbed 'Educating Our Future'.

Keywords

Curriculum; Dilemma; Education; Religion; Religious Education.

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CHAPTER SIX

Appropriate Methods of Teaching Religious Education in Zambia

Judith Lubasi Ilubala-Ziwa

Abstract

The twenty first century has witnessed increased transformation of every single society from mono to multi-faith. Different religious values and beliefs bisect and at times intersect with each other. This phenomenon has dictated an increased need for teaching and learning Religious Education (RE) in both state and private owned institutions. Religious Education serves as a harmonizing force for people living in one community but holding diverse religious beliefs. Through learning RE people may become religious literates and harmoniously interact with each other. While it is true that RE does not only serve as a source of moral education but also a harmonising force for learners who hold varying beliefs, scholars have not agreed on one method to be used universally when teaching the subject in senior secondary schools. Using relevant literature, this paper discusses appropriate methods of teaching RE in Zambia, and indeed, other nations which are multi-faith. Emphasis is placed on drawing learners to discover, discuss, reason and draw conclusions on the religions of their choice.

Citation

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CHAPTER SEVEN

Micro-theories in Education and their role in National Development

Ngome, Felicia Munge Etape



Overview

This chapter examines the role of micro theories in education and national development. The Micro-Macro concepts have their origin in sociology and constitutes two contrasting theoretical perspectives often referred to as micro-sociology and macro-sociology which use different concepts drawing from micro-level or macro-level processes to explain social life. In general, the micro-macro distinction refers to the scope of the phenomena under study. According to Wippler and Lindenberg (1987), there are no clear cut-off points in this distinction. However, they provide an example of a micro-level process to be, if the scope focuses on interaction among individuals and if the scope focuses on the value system of a society, this would constitute a macro-level process.

Micro-sociology analyses the underlying social processes responsible for relations between persons. Micro-level processes, which constitute the centre of interest of this chapter, focus thus on social interaction and communication; important concepts are symbols, obligations, exchange, and reciprocity (Blau, 1987). According to John (2008), micro level theories involve a focus on human agency and choice and the dynamics of personal relationships and small scale social systems of various types.

The school constitutes a small scale social system whereby interaction between learners, learners and teachers and other actors within the school represent micro processes. Education turns around social institutions, engaging psychological issues in dealing with the learners, who are an important constituent in the school system. Micro level theories in education therefore will focus on interaction within and between individual. The within-the-individual focus, considers individual perception/belief systems, thought processes, self-regulatory abilities and personality characteristics, while the between-individuals focus refers to when other persons get involved.

At micro level, psychologists examine the smallest levels of interaction even in some cases just the self alone – (the individual). Micro-level analysis might include one-on-one interactions between learners, learner-teacher and learner-capable peer. Social psychologists are interested in how a person's perception of self is influenced by his or her social context. In each of these cases, inquiry occurs at micro level. Micro theory in education is thus devoted to understanding learners' behaviour and cognitive processes, interaction between them as well as with the teacher. Basically, this chapter will focus on theories dealing with behaviour of students and teachers – theories related to pedagogic practices in the classroom.

While this section gives an overview of the chapter, the section that follows examines definition of micro theories and education. Education, being an activity that engages social

institutions, theories focusing on education in such social institutions are classified as micro theories. This history of micro theories takes into consideration the key proponents and related theories with major arguments on variation in era, ideas and applicability in classroom context. The micro theories as applicable in education examined in this chapter include, behavioural, cognitive, socio-cognitive, psychosocial and humanistic theories. The latest thinking amongst the theories are equally examined and finally a conclusion is drawn as to the paradigm shift in theories that have consequent shifting in the domain of education.

Citation

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CHAPTER EIGHT

Implementing the Third Mission: *What African Universities Can Learn From One Another and from Abroad*

Allen Rugambwa

Introduction

It is generally accepted, at least, conventionally that a university has three missions: teaching, research, and community service. While community service, a third mission, is and must be a core business of universities, it has not received as sufficient recognition in many universities, certainly not as much as teaching and research (B-HERT, 2006). This reality is similarly experienced in African universities (Biao & Preece, 2011). While community service has always been an established feature of African universities, it has remained, in reality, a distant cousin to the other core missions of teaching and research (Lulat, 2005).

Despite this discouraging status of community service in African universities, its potential in contributing to the university growth and society development is indisputable. Community service is needed to focus research and teaching in addressing national development needs in particular economic growth and poverty reduction. Bringle, Julie and Hatcher (1996) are of opinion that universities should not remain shores of affluence, self-importance and horticultural beauty at the edge of island seas of squalor, violence and despair. Instead they must engage in community service mission which will enrich learning and develop communities. “The university sector already has substantial infrastructure and intellectual property which can be, and is already, a very effective and valuable platform for the third mission activities. With more widespread recognition this infrastructure has the capacity to generate significant additional economic and societal value,” (Howard & Sharma, 2006: 3).

It is also a moral responsibility of African universities to contribute to the development efforts of their governments, civil societies as well as private sectors; assisting not only with economic performance but also helping to improve quality of life and the effectiveness of public service (*ibid*). Faculty members, being skilled in wide range of knowledge have the moral responsibility of engaging in civic activities that are beneficial to the communities in which their universities are situated.

Community service spirit is not a dominion of faculty members only. Students also have a great role to play in community service mission. Universities have the responsibility of educating students, not only for their careers, but also to make them become responsible citizens by connecting theory to practice. As it a case for faculty members, engaging in community service is self-rewarding as it gives a student inner joy after giving to the community. In the process students become responsible citizens. In addition, community service offers students opportunities to learn job skills that can be used in their career choices. There is evidence that students who are involved in community services are more

likely to have higher grade point average than students who are not (Khana, 2010).

This chapter shares experiences obtained from different scholars and universities that have advanced in implementing the third mission. The chapter presents several lessons that can be drawn from these scholars and universities. By lessons the author implies the strategies that can be followed by African universities to revitalise and execute community service and hence contribute to the development of their nations.

Technically the chapter draws from the author's Tanzanian experience of implementing community services as observed from education policies and university practices. It also reviews literature on community services from journal articles, conference papers, book chapters and university websites.

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CHAPTER NINE

Selected common methods and tools for data collection in research

Sitwe Benson Mkandawire

Overview

It is impossible to conceive of research without implying the existence of data collection methods and its subsequent data. Corbin and Straus (2015: 37) noted that “one of the virtues of grounded theory studies and qualitative research in general is that there are many different sources of data”. The various sources of data can be collected using two modes of inquiry vis-à-vis qualitative research and quantitative research (Gupta & Gupta, 2011). Qualitative data collection methods, on one hand, involve mainly subjective forms of data predominantly emphasised by the post-positivism research paradigm. The data in qualitative research mode of inquiry can be collected using various methods including interviews, observations, artifacts, textual analysis, focus groups, applied ethnography, visual methods and documents analysis (Denzin & Lincoln, 2013). Quantitative data collection methods, on the other hand, are those methods mainly from the positivism paradigm that emphasises objective measurements which are usually in quantities and its data is analysed using descriptive and inferential statistics. Quantitative data collection tools and/or methods include survey questionnaires or schedule, class tests, national standardised assessments and polls. Gupta and Gupta (2011:13) note that “quantitative approach involve the generation of data in a quantitative form which can be subjected to rigorous quantitative analysis in formal and rigid fashion.” The focus of this chapter is to discuss selected qualitative and quantitative methods and/or tools of data collection and analysis in research.

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CHAPTER TEN

Educational Administration and Management; Issues and Perspectives

Kapambwe Mwelwa and Mahboob Sooltan Sohawon

Overview

This chapter introduces you to Educational Administration and Management as one of the most important fields in educational theory and practice. After defining some key concepts, we begin our discussion by highlighting the historical development and theoretical grounding of Educational Administration and Management as a field of study and practice. This we do by shedding light upon the contributions of some classical works in administrative thinking and scientific management to the development of Educational Administration and Management as a field of study. Thereafter, we illuminate the importance of Educational Administration and Management in the classroom and school contexts. Further, we discuss the influence of Educational Administration and Management on the relationship between education and the processes of national development in any given nation. Finally, we discuss the latest thinking and challenges in the field of Educational Administration and Management (EAM).

The overarching aim of this chapter therefore, is to equip students pursuing a teaching course, novice and seasoned educators, managers and heads of schools and general practitioners of educational administration, with knowledge of how the field of Educational Administration and Management has evolved and highlight its practical aspects as well as its importance in the field of education and the nation in general. In the same wake, we highlight how contemporary issues in Administration and Management such as evidence-based educational practice, educational leadership and standards have been integrated in the management of educational organisations in the 21st Century.

Citation

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CHAPTER ELEVEN

Mentoring Newly Qualified Teachers in Zambia: Synopsis of a PhD

Madalitso Khulupulika Banja

Background to the study

In Zambia, currently, there is ample evidence that most teachers have not received mentorship because mentorship programmes for newly qualified teachers (hereafter called NQTs) were virtually non-existent in Zambian schools (Malasha, 2009). Since NQTs face numerous challenges in their first few years of work, and given that there is substantial evidence in the literature from Western, Asian and Oceanic countries in support of the benefits of mentorship of NQTs as an effective tool for ensuring quality teachers, it interested the researcher to find out the perceptions of stakeholders of the mentorship of NQTs in Zambia.

Rationale for mentoring

Lankau and Scandura (2007) have asserted that advancements in technology and education have brought about unprecedented change in the work experiences of employees within the education sector. These employees, especially NQTs need support to weather the storms occasioned by the work experiences. As Powers (2012: 24) has stated 'new teachers generally do not have the content knowledge, instructional and management strategies, or ability to perform at the same level as experienced teachers.'

The first year in teaching has a tremendous impact on a teacher's professional career and personal life (Greiman, 2002). The importance of the first year of teaching is well recognised by Archived (2005) cited in Chatora (2008:13) who states that 'as a result of lack of formal guidance and mentoring of teachers, the first year of teaching may be overwhelming for the NQT and thus, many find the early years frustrating and discouraging and simply leave the profession.' Ngalomba (2013) has argued that mentoring after being employed is an essential undertaking for effective preparation of competent and motivated teachers. In agreement, Lankau and Scandura (2007: 95) have argued that:

Learning from training programmes and books will not be sufficient to keep pace with required competencies for success in today's fast-paced work environments. Individuals often must look to others to learn new skills and keep up with the demands of their jobs and professions. Mentoring relationships can serve as a forum for such personal learning in organisations.

From the above statement it becomes clear that attaining competence in one's job as a NQTs extends beyond initial teacher education to encompass personal and professional needs.

It is the needs of NQTs, the numerous challenges they face in discharging their duties and the need to provide them with help that gives birth to the need for mentorship.

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