ROVINCER NAJJUMA, PhD Education (Birmingham, UK)
MED-Curriculum Design and Development (Mak) Commonwealth Research Fellow in Teacher Education **Email address:** rovincern@gmail.com; rovincer.najjuma@mak.ac.ug

A. Education and Training

2019-2020. **Afox Visiting Fellow**, University of Oxford, UK , for research on mobile technologies in teacher preparation with (Professor Niall Winters)

2017-2018.**Commonwealth Academic Fellow**, University of Leicester, UK, for Research on digital technologies for strengthening teacher preparation, with Dr Palitha Edirisingha, and Professor Colin Foster).

2014-2015. **CAPREx Visiting Fellow**, for research on University school partnerships for mentoring, Centre for Commonwealth Education. University of Cambridge, UK with Professor Elaine Wilson and Dr Annaari Yloen)

2013-2014, University of Cape Town, SA, PGDE, Information Communication Technologies in Education
2008- 2011 University of Birmingham, UK   PhD in Education
2008-2009   University of Birmingham, UK PGCE in Research Methods in Education
2007-2008   Kyambogo University/Certificate in Teacher Education Proficiency
            (USAID-BEPS/MoES).
2004-2006   Makerere University, Master of Education in Curriculum Studies
2001-2002   Makerere University, Post-Graduate Diploma in Education
1998-2001   Makerere University, Bachelor of Arts (Social Sciences) Political
            Science and Public Administration

B. Research on Facilitating Access and Inclusion to Education and Work Environments,

2023- To date. Undertaking research funded by the Royal Society of Edinburgh (RSE) project: Policy, Practice and Accreditation: Connected Refugee Education in Ugandan Universities Project, in Collaboration with**,** The Centre for Research in Digital Education, Moray House, School of Education, University of Edinburgh**,** UK.

2020-2024- Education Expert, Resilient Africa Network-(RAN) for USAID-Funded Research on Non-State Schools Assessment in Uganda.

2019-2022- Country Principal Investigator, Facilitating Access and Participation for Refugee Students to Higher Education in Uganda, Global Challenges Research Fund**.** Collaboration with The Centre for Research in Digital Education, Moray House, School of Education, University of Edinburgh.

2020 – 2023- Team Leader Uganda, working with a Consortium of five NGOs under the Support for Peace and Education Development Programme(SPEDP)- we have trained and enabled over 800 refugee youth from South Sudan to access and participate in tertiary education in Uganda.

2020-2023- Co-Investigator and Team Member for three Makerere Research and Innovations Projects: **(i)** Promoting Youth Employment by Integrating Employability Skills in Teacher and BTVET Education in Uganda; (ii) Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work;(iii) Promoting Youth Employment by Integrating Employability Skills in Teacher and BTVET Education in Uganda.

C. Curriculum Development and Instruction Design Experience

2018-To date, University Senior Lecturer and Curriculum Development Specialist, Makerere University

2014-To-date. Developer and Facilitator of on-line Courses for Instructional Design Research, and Learning, Cognition and Technology: Develop and facilitate two courses for the Masters in Instructional Design and Technology Programme. A collaborative project between Makerere University and University of Agder, Norway.Couse Designer, Learning, Cognition and Educational Technologies Course Desigher, Instructional Design and Emerging Technologies Research

2016-Todate. Pedagogical Leader for Curriculum Design and Development for Academic Staff in Higher Education, Working with the East African School of Higher Education Studies and Development and the Directorate of Human Resources, Makerere University to orient and train academic staff in Pedagogy and Curriculum Development for Higher Education.

2012-2014: Curriculum Development and Management in Higher Education Uganda Course Development Team Member: Strengthening Institutional Capacity for Higher Education Leadership and Management in Africa (LMUU11) Project. A programme development and training project for training leaders in higher education in areas of leadership, management development, organisational development and curriculum management in higher education. A collaborative curriculum and programme development project between Makerere University, Uganda Management Institute and University of Tampere, Netherlands.

2015-2016. Early Childhood Education Programmes Development Team Member, Makerere University: Developing Bachelors, and Post-Graduate courses for the implementation of the early childhood development community childcare program under the Uganda teacher and school effectiveness project of the Global Partnership for Education. A programme development and training project for training leaders, practitioners and community-based workers in integrated early childhood care, education and development. Collaboration between Makerere University and Ministry of Education, Science, Technology and Sports (MoES

D.Research and Joint Graduate Training

2023- Online Joint Research Training with under the Royal Scottish Project

2012-To date: Doctoral Research Training Facilitator: Over (10) years doctoral research training facilitation on a joint blended course for PhD students by Makerere University and Lund University, Sweden. I have collaboratively trained over 280 doctoral candidates in ten(10) cohorts in philosophy of method and qualitative research methodology.

2013-To date. Coordinator Graduate Research Seminar Series
Plan, coordinate and convene graduate research seminar series and PhD colloquium in the Department of Educational Foundations and Curriculum Studies, and East African School of Higher Education Studies and Development Makerere University. Over 80 masters and PhD candidates and University staff participate and benefit from these seminars every month.

2013. Lead Curriculum Implementation and Evaluation Consultant, Collaboratively developed national curriculum implementation monitoring and evaluation instruments with a team from the Uganda National Curriculum Development Centre. Consulted by the Uganda National Curriculum Development Centre to develop evaluation instruments to be used in the evaluation of the implementation of the thematic lower primary school curriculum.

2008-2011. Basic Education and Peace Education Researcher
Centre for International Education, University of Birmingham, UK.10years experience in basic education in Uganda and research on peace education in post-conflict formal school settings. Trained both primary and secondary school teachers in violence prevention pedagogy, school safety regulations, and implementation of child-friendly methodologies and practices that improve student retention and pro-social behaviours.

2007-2008.Teacher Education and Training, USAID-UNITY BEPS PROJECT Trained, mentored, supervised and provided instructional support to teacher trainers, and teachers for both primary and secondary in learner-centred pedagogies, teachers' professional ethics (including code of conduct) for over six years at a Primary Teachers' College and in three Universities in Uganda. Successfully trained tutors in ten (10) teacher training colleges in Uganda under the USAID-BEPS Programme of C-TEP. Coordinated the training of tutors and teachers with the Ministry of Education and Sports in Uganda under the USAID-BEPS

E.Invited Talks

March, 2024-Coalition Building-Elevator Picth Presentation-USAID's Targeting the Learning Crisis (TLC) in Uganda. Sheraton Hotel, Kampala.

May, 2019. Curriculum and Teacher Education Panelist at the Launch of the **World Bank 13th Economic Update Special Report** on *Economic Development and Human Capital Development in Uganda: A case for investing more in Education*, at Makerere University, 30th May 2019.

2019. Curriculum and Teacher Education Panelist at the Launch of the **World Bank 13th Economic Update Special Report** on *Economic Development and Human Capital Development in Uganda: A case for investing more in Education*, at Makerere University, 30th May 2019.

F. Guest Editor Role
Charitonos, K., **Najjuma, R** , & Gallagher, M.. (2023-2024). Special issue on Connected Learning in contexts of forced displacement. Journal of Interactive Media in Education (JIME).

G. External Examiner for Masters Dissertations Doctoral Theses
   • Kyambogo University, Department of Curriculum, Teaching and Instruction, 2020-

2023; University of Kwazul Natal, South Africa

- **2014-Todate: Programme Reviewer for National Council for Higher Education.** Team member for programme review and assessment of undergraduate and post-graduate programmes.

H. Research Supervision on Digital Education Research

PhD(completed) Ujeyo, M. S., Najjuma, R., & Bisaso, R. (2022). Information communication technologies and implementation of education for sustainable development in higher education in Uganda.

PhD(Completed) Namulondo, V., Najjuma, R., Kasirye, G., & Walimbwa, M. (2023)Supporting Teachers in the Use of Online and Offline Strategies for Continuity of Learning during Pandemics: A Case Study of Secondary Schools in Uganda.

PhD Candidate. Teaching Natural Sciences through Blended Learning
https://tellsproject.com/research

I. Courses Taught and other Services to Students

- Communication and Instructional Design (Master Level)
- Learning, Cognition and Technology (Masters Level)
- Instructional Design and Emerging Education Teachnologies Research(Masters Level)
- Doctoral Research Methods Colloquium Co-convenor, at EASHESD- (East African School of Higher Education Studies and Development, Makerere University.
- Doctoral Committee Member, EASHESD, and School of Education
- Joint Doctoral course facilitator for philosophy of method in research for doctoral candidates offered by Makerere University graduate school and Lund University, Sweden.
- Doctoral course facilitator for advanced curriculum development and management in higher education
- Supervision and internal examination of masters and PhD graduate students
- School practice area coordinator, responsible for allocating supervisors, mentoring and training of teacher trainees in Kawempe Zone, Kampala, Uganda

J. Professional Honours, Awards and Fellowships

- UK Commonwealth Scholarship Commission Fellowship Grant 2017/2018
- Carnegie Mellon Scholarship for ICTs in Education 2014, University of Cape Town.
- The University of Birmingham Doctoral Researchers' Grant, 2009/2010

- All Saints Educational Trust Common Wealth Research Grant, 2010/2011
- The British Academy Wingate Foundation Scholar Grant, 2010/11
- University of Birmingham Florence Congleton Award, 2008/2009

K. Publications

Nambi, R., **Najjuma R. (In press).** Adolescents' literacy practices in and out of school in Uganda**.** Context Matters.

Rydberg, N, **Najjuma, R,.** Nyabigambo, A.,Kasasa, S., Ssebagereka, A.,Obuya,E.,Freeman, C., Anton-Erxelben, K.,Mayega, William.(2023) Assessing access to and quality of urban non-state basic education in Uganda one year after COVID closure: a mixed-methods study exploring contributions of non-state schools to ensuring equitable access to quality basic education. University of Notre Dame. Pulte Institute for Global Development. USAID. https://doi.org/10.7274/pz50gt5853h

Nambi, R., **Najjuma,** R., & Gallagher, M. (2023). Integrating refugee students into Ugandan higher education: Language, othering and everyday enactments of participation. *Research in Comparative and International Education*, 17454999231185647.

Gallagher, M., Najjuma, R., & Nambi, R. (2023). Bidi Bidi creativity: The liminality of digital inclusion for refugees in Ugandan higher education. *Social Inclusion*, *11*(3), 309-319.

Najjuma, R., Gallagher, M., & Nambi, R. (2022). The role of institutional practice, non-educational actors and social networks in shaping refugee student lifeworlds in Ugandan higher education. *Transformation in Higher Education*, *7*, 12.

Ujeyo, M. S., **Najjuma,** R., & Bisaso, R. (2022). Information communication technologies and implementation of education for sustainable development in higher education in Uganda. Uganda. The Uganda Higher Education Review Journal, 10, 1.

Namulondo, V., **Najjuma,** R., Kasirye, G., & Walimbwa, M. (2023). Supporting Teachers in the Use of Online and Offline Strategies for Continuity of Learning during Pandemics: A Case Study of Secondary Schools in Uganda.

Ujeyo, M. S., & **Najjuma**, R. (2022). Sustainable Development in the Context of Higher Education: Approaches for Achieving Transformation. In *Handbook of Research on Transformative and Innovative Pedagogies in Education* (pp. 211-232). IGI Global.

Foster, C., Barichello, L., Bustang, B., **Najjuma**, R., & Saralar-Aras, İ. (2022). Decolonizing educational design for school mathematics. *For the Learning of Mathematics*, *42*, 2.

Tulinayo, F., Ssentume, P., **Najjuma**, R. (2018) Digital technologies in resource constrained higher institutions of learning: A study on students' acceptance and usability. *International Journal of Educational Technology in Higher Education, 15 (36*) 1-19.

Najjuma, R., & Kabugo, D. (2016). Deploying mobile mentoring interventions in initial teacher education: A review of the MakMentor App development process. *European Journal of Education Studies*, 2(8) 178-197.

Najjuma, R., & Mulumba, M. (2015). Using activity theory as a base for investigating language teacher education through digital technology**.** *Makerere Journal of Higher Education***,** 7(2) 71-89

Busingye, J., & Najjuma, R. (2015). Do learning and teaching materials influence learning outcomes amidst high enrolments? Lessons from Uganda's Universal Primary Education. *Africa Education Review 1 (1*) 110-127.

Kagoda, A., & Najjuma, R. (2013). Interactive teaching/learning strategies for large classes: Revitalising initial teacher education. *International Academy of Technology Education and Development.* ISBN 978-84-616-3847-5, ISSN 2340-1095

Najjuma, R. (2011). Peace education in the context of post-conflict formal schooling: The effectiveness of revitalising education, participation and learning in Northern Uganda. University of Birmingham, Centre for International Education and Research. *Unpublished Doctoral Thesis.*

Najjuma, R. (2006). Assessing the implementation of the integrated production skills curriculum: A case study of primary schools in Kampala. Makerere University, *Unpublished Masters Dissertation*

L.Selected Conference and Seminar Papers

Rovincer Najjuma (2023). **Keynote Address** at the regional conference on forced migration. "A Path Forward: Inclusion of Forced Migrants into Uganda's tertiary educational landscape"

Gallagher, M.; **Najjuma,** R. & Nambi, R. (2023). Refugee inclusion in higher education: the nexus of barriers and the digital. SERA Conference 2023: Meeting global and local challenges through interdisciplinary partnerships and collaborations in education. Edinburgh, Scotland.

Najjuma, R.; Nambi, R. & Gallagher, M. (2022). HEI and non-HEI partnerships for refugee students in Ugandan universities: formal and informal structures for participation in a university lifeworld. BAICE Conference, Edinburgh, UK.

Najjuma, R., Nambi, R., Ssebowa, and D. (2017) Mobile mentoring for strengthening teacher preparation in low resource settings: A comparative study of two teacher education programmes in Uganda. Paper presented at the *Society for Research in Higher Education Annual Research Conference* held at Celtic Manor, Newport South Wales on 6-8 December,
 20

Najjuma, R & Wilson, E. (2016). *University-school partnerships for quality initial teacher education in Uganda: Do existing partnerships contribute to effective mentoring support for pre-service teachers?* Paper Presented at the Association of Teacher Educators Summer Conference at Hyatt Regency, Louisville, USA, July 30th -2nd August, 2016.

Najjuma, R. (2016*) Mobile mentoring: Closing mentoring gaps during field placements in initial teacher education in Uganda*. Paper presented at the DELP 2016: *Utilizing Emerging Educational Technologies to Leapfrog Distance Learning* Workshop, May, 2 2016, Makerere University, Uganda

Najjuma, R. & Ssebbowa, D. & Muyinda, P. (2016). Towards personalisation and authentic e- learning in distance education. Paper presented at the DELP 2016: *Utilizing Emerging Educational Technologies to Leapfrog Distance Learning* Workshop, May, 2 2016, Makerere University, Uganda

Najjuma, R. (2015) *Edmodo social learning management platform and mentoring support provision for preservice teachers during field placements*. Paper presented at the Emerging Education Technologies Workshop, June, 2015 at the University of Capetown, SA.

Najjuma, R. (2015). *The qualitative research paradigm: Alternative designs, methods and instruments*. Paper presented at the Doctoral Research Methodology Workshop, 27-7, August,

2015, Makerere University, Ugand

Najjuma, R., & Wilson, E. (2015) *University-school partnerships for quality initial teacher education: Are pre-service teachers' mentoring needs met?* Paper presented at the 40th Association of Teacher Education in Europe Annual Conference, 22-26, August, 2015, University of Glasgow, UK.

Najjuma, R., Wilson, E., Ylonen, A. (2015). *Practising teachers' perception of their training needs as school-based mentors in the context of a University-school partnership for quality teacher preparation in Uganda*. Paper Presented at the 2nd European Conference on Education,
1-5 July, 2015, Brighton, UK.

Najjuma, R. (2014). *Philosophy and methodological decisions in a PhD study*. Paper presented at the Annual PhD Colloquium of the East African School of Higher Education, 30 March,
2014, Makerere University.

Najjuma, R. (2014). *University-school partnerships for mentoring: Closing the theory- practice gap in initial teacher education*. Paper presented at the Cambridge in Africa Partnership for Research Excellence (CAPREx) Research Show Case, 5, December, 2014. Hughes Hall College, University of Cambridge, UK

Najjuma, R., and Wilson, E. (2014). *University-school partnerships for quality initial teacher education: Exploring pre-service teachers' mentoring needs?* Paper presented at the Centre for Commonwealth Education Seminar Series, 14 December, 2014, University of Cambridge, UK.

Najjuma, R. (2011). Peace education in a post-conflict formal schooling context: The effectiveness of revitalising education participation and learning in conflict affected areas in Northern Uganda. Paper presented at the University of Birmingham, Annual School of Education Conference, 19 November, 2011, University of Birmingham, Edgbaston Campus, UK.

M. Completed Research Projects Reports and Policy Briefs

Rydberg, N, **Najjuma,R,.** Nyabigambo, A.,Kasasa, S., Ssebagereka, A.,Obuya,E.,Freeman, C., Anton-Erxelben, K.,Mayega, William.(2023) Assessing access to and quality of urban non-state basic education in Uganda one year after COVID closure: a mixed-methods study exploring contributions of non-state schools to ensuring equitable access to quality basic education. University of Notre Dame. Pulte Institute for Global Development. USAID. https://doi.org/10.7274/pz50gt5853h.

Report on **Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work,** A Makerere Research and Innovations Project implemented 2020-2021.

A policy brief on **Pedagogical Leadership for Academic Staff in Higher Education Institutions to Enhance Graduate Work Readiness and Transition to Work.**

Report on **Promoting Youth Employment by Integrating Employability Skills in Teacher and BTVET Education in Uganda**. A Makerere University Research and Innovations Project implemented 2020-2021.

A policy brief **on Promoting Youth Employment by Integrating Employability Skills in Teacher and BTVET Education in Uganda.**

K. Personal Skills and Competences

- Qualitative study design, data collection, management, sampling, and analysis, discussion-guide development.
- Education design based research
- Use of information communication technologies for research, curriculum development, networking, communication, education and training
- Mobile and E-learning requirements generation
- Development of learning design requirements
- Qualitative research skills and critical social research
- Development of curriculum frameworks, prototypes and learning solutions
- Advanced word, excel and presentation software experience
- Learning needs and instructional analysis skills
- Technical writing skills for research reports
- Ability to multi-task, prioritise and deliver to deadline as well as work under pressure
- Excellent interpersonal skills, tact and diplomacy
- Teacher education proficiency

For any further information, the following are my referees

References
1. Professor Christopher B. Mugimu
College of Education and External Studies,
Makerere University, P.O. Box 7062, Kampala, Uganda
Email: cbmugimu@gmail.com, Tel: +256772656508

2. Dr Michael Gallagher
Senior Lecturer in Digital Education
Moray House, School of Education and Sport
University of Edinburgh, Edinburgh, E8H 8AQ
Email: Michael.S.Gallagher@ed.ac.uk, Tel +44 07895 810675

3. Associate Professor Mathias Bwanika Mulumba,
Dean, School of Education, College of Education and External Studies,
Makerere University, P.O. Box 7062, Kampala, Uganda
Mobile Tel: +256-782- 609-002, Email: Mulumba.mathias@mak.ac.ug

Signed

DECLARATION
I declare that to the best of my knowledge and belief, the information provided herein above correctly describes my qualifications and capabilities.