



COLLEGES OF EDUCATION GHANA

1ST NATIONAL RESEARCH CONFERENCE ON TEACHER EDUCATION

TEACHER EDUCATION IN GHANA: PROSPECTS, CHALLENGES AND THE WAY FORWARD

BOOK OF ABSTRACTS

18TH – 20TH NOVEMBER, 2024

ACCRA COLLEGE OF EDUCATION, ACCRA-GHANA



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1ST NATIONAL RESEARCH CONFERENCE ON TEACHER EDUCATION

DATES: 18TH – 20TH NOVEMBER, 2024

Editors:

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PROGRAMME

DAY 1 : MONDAY NOVEMBER 18, 2024

TIME	ACTIVITY
7:00 AM	Registration of Participants
8:45 AM	Opening Prayer Introduction of Chairperson by Mrs. Juliana Dontoh Chairman's Response - Prof. Winston K. Abroampa (Pro. VC, UNIMAC)
8: 50 AM	Welcome Address - <i>Prof. Samuel Awinkene Atintono – Principal of Accra CoE/PRINCOF President</i>
9.00 AM	Purpose and Overview of the Conference – <i>Very. Rev. Prof. Kwesi Nkum Wilson – Chairperson of Conference Planning Committee</i>
9.10 AM	Remarks by the Director General of GTEC – <i>Prof. Ahmed Jinapor Abdulai</i>
9.20 AM	Remarks by Executive Director, T-Tel. <i>Mr. Robin Todd</i>
9.30 AM	Address by Special Guest of Honour - <i>Hon. Dr Osei Yaw Adutwum, Minister for Education</i>
9.45 AM	Keynote Address - Teacher Education in Ghana: Prospects, Challenges and the way forward - <i>Dr. Emmanuel Nyamekye, Former PRINCOF President and Former Principal of Akrokerri CoE:</i>
10.45 AM	Group Photograph
10:50 AM	Snack Break (30 Mins)
PLENARY SESSION FOR THE DAY (SESSION 1)	
Chair: Very. Rev. Dr. Joseph Nkyi Asamoah	
11:20 AM:	PRESENTATION 1: Innovation in Teaching and Learning Approaches in the 21st Century: The Role of Context, Community and Inclusion - <i>Dr. Leslie Casely Hayford, Director of Associates for Change and Olinga Foundation</i>
11.50AM	Q & A
12:00 PM:	PRESENTATION 2: Education and Community Development - <i>Prof. Nyarko Sampson, Vice Chancellor, University for Environment and Sustainable Development</i>
12.30AM	Q & A
1.30 PM	Lunch

PARALLEL SESSION 1 (DAY 1) – 2.00PM : 3.00PM		
Room 1: Teaching/Learning/STEM/TVET		
Chair: Dr. Adwoa Kwegyiriba		
No.	Title	Presenter
1.	Exploring the Effectiveness of Digital Tools for Teacher Training: A Study of Tutors' Experiences and Perspectives in Colleges of Education in Northern Ghana	Abdul Kadir Salifu Dr. Sulemana Iddrisu Tamale CoE
2.	The Effect of Computational Thinking Pedagogical Strategies on Pre-Service Mathematics Teachers' Problem-Solving Skills	Oforu Ernest Kwaku SDA CoE, Asokore
3.	Making Ethnomathematics and Modeling Meaningful and Realistic in Ghanaian Context	Hamidu Ibrahim Bukari Tedam Univ. of Technology and Applied Science
4.	Utilisation of Instructional media/technologies in teaching and learning: Challenges facing teachers and students in selected Basic Schools in Offinso Municipality	Emmanuel Atuahene Offinso CoE
Room 2: Assessment and Evaluation of Teacher Education		
Chair: Prof. Scholastica Wompekeh Azuah		
No.	Title	Presenter
5.	Assessing Junior High School Social Studies Teachers' Knowledge of the 21st-Century Skills in the Social Studies Curriculum (2)	Emmanuel Brew Enchi CoE
6.	Cultural Relevance of Mathematics Curriculum and Instructional Materials Used in Ghana: How Its Examples and Contexts Improve Students' Motivation and Understanding of Mathematical Concepts (2)	Jackson Jessel Aboagye Agbi Stella Asaase Accra CoE
7.	Assessing the State of Disaster Risk Reduction (DRR) Awareness and Practice among Teacher Trainees in Ghanaian Colleges of Education: Insights from Gbewaa, Foso, and Peki Colleges of Education	Dr. Ebenezer Appah Bonney Dr. Halidu Musah Dr. Anthony Baabereyir
Room 3: Teaching/Learning/STEM/TVET (2)		
Chair: Prof. Abdul-Mumin Selanwiah		
8.	Methodological Issues in Teaching and Learning of History in Colleges of Education in Ghana	Matthew Ayamdoo Accra CoE

9.	Students' Dependency on Artificial Intelligence and Its Impact in Colleges of Education in Ghana	Dr. Ernest Okoampah
10.	Impact of Creative Arts and Design Curriculum on Student Preparedness for Technological Advancement in Ghana	Joseph Ohene Sefah Benjamin Semenyio Lifespan
Room 4: Inclusion and Diversity in Teacher Education Chair: Prof. Joseph Amikuzuno		
11.	The Impact of Physical Support in the Implementation of Inclusive Creative Arts Education	Dr. William Kwabena Nantwi Offinso CoE
12.	Adoption and Retention of Physical Activity Among Keep Fit Club Members in Agona West Municipality, Ghana	Lovia Agbesinyale Rev. Dr. Mrs. Grace Sintim Adasi Agogo PWCE
13.	The Role of Language Education in Promoting Intercultural Competency	Rev. Dr. Mrs. Grace Sintim Adasi Lydia Adjebeng Agogo PWCE
Room 5: Policy/ Theory and Practice Chair: Dr. Mrs. Cecilia Esinam Akakpo Agbeh		
14.	Exploring Staff Turn-Over at Dambai College of Education in Ghana	Fred Alpha Adams Dambai CoE
15.	First Aid in Tamale Metropolitan Basic Schools (Who is Responsible?)	Zakaria Shanunu UDS
16.	Human Right Education on Social Studies Students' Knowledge of Civic Consciousness for Character Formation	Francisa Foluso Oguntayo Federal College of Education

3.00PM**Snack 2****3.15PM****Panel Chairs' Summaries of Presentations at Sessions****3.45PM****Closing**

PROGRAMME

DAY 2 : TUESDAY NOVEMBER 19, 2024

TIME	ACTIVITY
9:00 AM	INTRODUCTION OF ROOM CHAIR Response from Chair - Mr. Akwasi Addae Boahene

PLENARY SESSION FOR THE DAY (SESSION 2)

9.05 AM	PRESENTATION 1 : Leveraging AI to Enhance Education in HEI: Innovations, Challenges and Future Directions - Prof. Daniel K. Twerefou and Prof. Isaac Wiafe
9.35AM	PRESENTATION 2 : Writing Research Publications and Grants: opportunities and Challenges for Faculty of Colleges of Education in a New Era by Prof. Sam Nii Arday Cudjo
10.05AM	PRESENTATION 3 : Assessment: it's rule, skills, acquisition and practice in promoting effective teaching and learning in schools - Prof. Francis K. Amedahe
10.35AM	Q & A
11.05AM	Snack Break

PARALLEL SESSION 2 (DAY 2) – 11.30PM : 1.00PM

Room 1: Teaching/Learning/STEM/TVET

Chair: Prof. Issahaku Gazali

No.	Title	Presenter
1.	Personality Traits and Academic Motivation Among Pre-Service STEM and Non-STEM Teachers (1)	Dr. Kwaku Darko Amponsah University of Ghana
2.	Teachers' Perspectives on the Benefits and Role of STEM Education in the Solution of Complex Global Challenges (1)	Dr. Richard Acheampong Berekum CoE
3.	Digital Assessment and Adaptive Learning in Teacher Education: An Examination of LMS adoption and impact	Alhaji Appiah Mahama Obad Kwabla Akpalu

Room 2: Assessment and Evaluation of Teacher Education Chair: Dr. Mrs. Regina Okyere-Dankwa		
No.	Title	Presenter
4.	Theory and Practice: Evaluating the Impact of the Research Instruction Programme on Pre-Service Teachers at the Presbyterian College of Education, Akropong (2)	Rev. Jeffery Mingle PCE, Akropong
5.	Assessment of the Implementation of Supported Teaching in School (STS) Programme in Colleges of Education, Ghana	Ferdinand Ellis UEW
Room 3: Teaching/Learning/STEM/TVET (2) Chair: Rev. Dr. Nicholas Apreh Siaw		
6.	Evaluating Journal Credibility: A study of Publications	Abdul Kadir Salifu Sulemana Iddrisu Tamale CoE
7.	Examining The Role of Teacher Instructional Strategies in Enhancing Vocabulary Knowledge and Reading Comprehension of ESL Students in the Ghanaian Classroom (1)	Rebecca Arthur UEW
8.	Unpacking the Rhetorical Conventions of Academic Writing: A Corpus Based Study of Collection Patterns in Dissertation Written by Ghanaian Students in Colleges of Education (1)	Hamidu Alhassan St. Monica's CoE
Room 4: Inclusion and Diversity in Teacher Education Chair: Dr. Emmanuel Carsamer		
9.	Prospects and Challenges of Early Childhood Education in Ghana: The Case of Adaklu District	Seth Agbaysah Mrs. Grace Sintim Adasi Agogo PWCE
10.	Determinants of Early Childhood Development in Ghana: Evidence from Multiple Indicator Cluster Survey (MICS) in Ghana	Palma Nicholas Perigrino
11.	Mentorship and Quality Teacher Education in Ghana: Challenges and Prospects	Innocent Yao Vinyo

Room 5 : Policy/ Theory/Practice/SDG Chair: Dr. Daniel Hammond		
12.	Knowledge in Leadership and Strategic Management in Education in Ghana	Gifty Seiwaa Nyarko SDA CoE, Asokore
13.	SDG4 Learning Crisis: A Critical Reflection and Position of a Teacher Educator on the Nuances of Corporal Punishment in Ghanaian Pre-Tertiary Schools	Benjamin Quarshie Mampong Technical CoE
14.	Bridging the Gap: Integrating SDGs into Teacher Education Curricula for Global Competency	Shiela Naa Tetteorkor Clottey Gambaga CoE

L U N C H

1.00PM -2.00PM

PARALLEL SESSION 3 (DAY 2) – 2.00PM : 4.00PM Room 1: Teaching/Learning/STEM/TVET Chair: Dr. Samuel Agyemang		
No.	Title	Presenter
1.	Using Innovative Strategies to Improve Upon English Reading Comprehension Skills of Basic Learners of Valley View University Basic School	Benjamin Boateng Accra CoE
2.	Teacher Education and Its Impact on STEM Education as a Teaching Approach in Secondary Schools in Mezam Division	Chongwain Lilly Oyoma Jehovah University of Bamenda, Cameroon
3.	The Role of Learning Strategies, self-directed learning and Learning styles on the academic performance of students in COE	Bridget Wayoe Felix Asante Larbi Mark Owusu Amponsah
Room 2 : Assessment and Evaluation of Teacher Education Chair: Dr. Francis Hull Adams		
No.	Title	Presenter
4.	Observation Journaling as a Method of Teaching	Emma Nsafoah Akrokerri CoE
5.	Involvement of Learners with Special Needs in ICT Lessons: Experiences of Pre-Service Teachers at Methodist College of Education	Philemon Amaniampong Michael Nyavor Methodist CoE

6.	Assessment Of Educational Discourse for Effective Gender Equality Towards Economic Sustainable Development in Ogun State, Nigeria(2)	Amos Adekunle Adediran Federal College of Education
Room 3: Teaching/Learning/STEM/TVET (2) Chair: Dr. Sulemana Iddrisu		
7.	Language Situations in the Anglophone Countries: A Comparative Analysis (1)	Francis Kwadwo Kusi Issahaku Sulemana Mavis Tawiah Kpedo UEW
8.	Unmasking Themes in Sonnets: A Corpus-Based Comparative Study of Petrarch and Shakespeare (1)	Hamidu Alhassan St. Monica's CoE
9.	A study of the Technological Pedagogical Content Knowledge of Pre-Service Teachers in Ghana	Philip Boateng
Room 4: Inclusion and Diversity in Teacher Education Chair: Rev. Dr. Nicholas Apreh-Siaw		
10.	Inclusive Education Policy Implementation in Rural Schools in Ghana: The Gap Between Policy Promise and Practice	Isaac Nkrumah Lariba Pakmoni St. Vincent CoE
11.	Pre-Service Mathematics Teachers' Backgrounds and Experiences with Diversity: An Influence on Their Approach to Inclusive Teaching	Jackson Jessel Aboagye Agbi Accra CoE
12.	Prevalence of Depression, Anxiety and Stress Among Student Teachers of Mampong Technical College of Education. Implication For College Counseling (3)	Seyram Dusu Mampong Technical CoE
Room 5 : Policy/ Theory/Practice/SDG Chair: Dr. Peter Ofori Atakorah		
13.	College of Education Tutors' Perceived Impacts of Curriculum Reform Implementation on Teacher Education Development in the Ashanti Region	Dr. Barnabas Addai Amanfo and Francis Amankwah AAMUSTED
14.	Evaluating Ghana's Language- In-education Policy: Challenges and Future Directions (4)	Issahaku Sulemana and Florence Dorleku And Francis Kwadwo Kusi UEW
15.	The Influence of Emotional Intelligence Of Educational Leadership on effective Curriculum Management in COEs in Ghana	Amadu Musah Abudu UDS

3.30 PM

Snack

4.15PM

Panel Chairs' Summaries of Presentations at Sessions

4.45PM

Closing

6.00PM

Dinner

PROGRAMME

DAY 3 : WEDNESDAY NOVEMBER 20, 2024

TIME	ACTIVITY
9:00 AM	INTRODUCTION OF ROOM CHAIR Response from Chair - <i>Prof. Gordon Adika</i>
PLENARY SESSION FOR THE DAY (SESSION 3)	
9.05 AM	PRESENTATION 1: Curriculum development in Teacher Education - <i>Prof Eric Ananga</i>
9.35AM	PRESENTATION 2: Getting published in high impact journals and avoiding predatory journals - <i>Prof. Samuel Alhassan Issah</i>
10.05AM	PRESENTATION 3: Balancing your academic work and research - <i>Prof. Samuel A. Atintono</i>
10.35AM	Questions and Answers
11.05AM	Snack Break
11.30AM	Parallel Sessions

PARALLEL SESSION 4 (DAY 3) – 11.30PM : 1.00PM
Room 1: Teaching/Learning/STEM/TVET
Chair: Mr. Kasim Nantogma

No.	Title	Presenter
1.	Enhancing Academic Achievement in STEM Schools in the Ashanti Region; The Effect of Google Classroom Intervention	Very Rev. Samuel Dontoh Offinso CoE
2.	Algebraic Equations Solver Software for Teaching and Learning	Agongo Roland Abdul Mumin Selanwiah Tumu CoE

3.	Computers in Education: Relationship between Computer-Assisted Instruction and Students Attitude towards Physics	Emmanuel Oppong
Room 2: Assessment and Evaluation of Teacher Education Chair: Very Rev. Dr. Joseph Nkyi-Asamoah		
No.	Title	Presenter
4.	Choosing Linguistically Framed Tasks for Instructional Discourse: Mathematics Teachers' Dilemma	Isaac Bengre Taley Frank Kwarteng Nkrumah Mampong Tech. CoE
5.	Teacher Expectations and Students Leadership Behaviour: Does School Location Matter. (2)	
Room 3: Teaching/Learning/STEM/TVET (2) Chair: Prof. Vincent Adzahlie-Mensah		
6.	The Triangle as a Barrier to STEM Inclusion in the 4th Industrial Revolution	Prof. Ali Clement UEW
7.	Promoting quality standards in teaching and learning at the colleges of education in Ghana (1)	Eric Manfred Dah , Dr. Ebenezer Appah Bonney, Ernest Frimpong Akosah George Yao Kafu Peki CoE
8.	Religious and Moral Education Student-Teachers Intention to use existential pedagogy to teach	Theophilus Eshun Eric Mensah PhD
Room 4: Inclusion and Diversity in Teacher Education Chair: Dr. Felix Kumedzro		
9.	Assessing Motor Movement and Manipulative Skills of Basic 1-3 Pupils of Kwahu Afram Plains South, Tease-Ghana	Ernest Tsikata Offinso CoE
10.	Equity and Assessment: Gaining Insights into Moving	Dr. Simon Ntumi Lawrence Larbi Sekyi UEW
11.	Teacher Motivation for Active Learning of Pre-primary School Children in Kabale Municipality, Uganda (3)	Grace Ankunda Kiambogo University

Room 5: Policy/ Theory/Practice/SDG Chair: Dr. Mrs. Benedicta Atiku		
12.	Teachers Motivation and the Teaching Learning Process in Douala IV District-Cameroon	Dr. Nathaniel Kebuya Ndashi Joy HIPTEX, Cameroon
13.	Relationship Between Religiosity and Smartphone Addiction Among University Students in Ghana	Esi Eduafua Johnson Rev. Dr. Mrs. Grace Sintim Agogo PWCE
14.	Embedding Sustainable Development Goals and Realistic Mathematics Innovative Pedagogy: Learners' Mathematics Achievement (4)	Ernest Akosah Peki CoE

1.00PM Q&A

1.30PM Lunch

2.30pm Panel Discussion @ Conference Center

3.30pm Organizing Committee Closing Remarks - *Very Rev. Kwesi Nkum Wilson*

3.40pm Closing Ceremony by Host - *Prof. Samuel A. Atintono*

CONCEPT NOTE

Background and the Context

In 2015, the government of Ghana, under the leadership of the Ministry of Education, embarked on a comprehensive reforms of the country's teacher education system. This was not a mere policy statement but a genuine desire of the government's commitment to addressing the education sector's diverse challenges, particularly in colleges of education. The resulting policy, known as the Policy on Teacher Education Reform, was endorsed by Cabinet on September 28th, 2017.

This policy represents a fundamental rethinking and radical redesign of teacher education to achieve significant improvements in the quality of new teachers professional skills and the learning outcomes of children in the basic education sector. With this policy, the government introduced the National Teachers' Standards for Pre-service Teachers and the National Teacher Education Curriculum Framework (NTECF), both of which were approved by the Cabinet.

Furthermore, the government demonstrated its commitment to converting teacher training colleges to university colleges of education, which will be affiliated with public universities to offer bachelor of education curricula. Thus, a new four-year Bachelor of Education curriculum for initial teacher education was designed and offered at the University Colleges of Education.

The policy's overarching objective is to improve the quality of teachers by ensuring that they undergo a rigorous and practically focused high-quality degree program that enables them to demonstrate the competencies set out in the National Teachers' Standards (NTS). Furthermore, it aims to mitigate the current workforce situation in which in-service teachers leave the classroom during the week for lectures to upgrade their Diplomas to Degree qualifications, leading to a significant loss of instructional time and creating artificial teacher shortages at the school level.

The policy stresses the creation of an education system that fosters equity, creativity, critical thinking, technological expertise, problem-solving, and communication skills, all of which are vital for the development and growth of learners. It also emphasizes establishing a teacher education system that promotes teaching as an attractive, fulfilling, and challenging profession, drawing the most talented Ghanaians into the field. Additionally, the policy highlights the importance of instilling in new teachers the nation's core values of honesty, integrity, creativity, and responsible citizenship. These measures aim to achieve inclusive, equitable, high-quality education for all learners, and they are a significant step towards improving the quality of education in Ghana.

Historically, Colleges of Education have played a critical role in training basic education teachers in Ghana. However, with recent reforms in education, a Bachelor of Education degree is now the minimum qualification for teachers. Consequently, Colleges of Education now offer bachelor's programs for teacher training, necessitating additional tasks for college tutors to engage in research and publication to meet their professional status.

CONCEPT NOTE

Unfortunately, College of Education tutors' contributions to research and publications in the tertiary education space have been largely inadequate. To address this gap, a conference is being organized to provide a platform for college tutors to share their research ideas, seek academic partnerships, and develop their research and publication capabilities.

Relevance of the conference

The conference's primary objective is to enable college tutors to share their research outcomes with the public and policymakers, which will help them contribute to policymaking and practice within the teacher education sector in Ghana. This is crucial for education development in Ghana, particularly at the basic education levels, as College of Education tutors are the master educators of basic education teachers in the country.

The Research Conference aims to bring together researchers, education practitioners and leaders, policymakers, Government officials, and Civil Society Organisations from all over to present advances in education development. It will discuss and debate the most relevant and emerging issues in teacher education that influence policies and practices.

The conference is aimed at achieving a series of objectives:

The primary objective of the conference is to delve deeper into each of these sub-themes, gaining a comprehensive understanding of how they interact with one another and how they can be leveraged to improve the quality and effectiveness of Teacher Education. More specifically the conference is aimed at achieving the following:

1. Establish a network comprising researchers, leaders, and policymakers who can collaborate to find innovative solutions to the challenges confronting the education sector in Ghana.
2. Encourage dialogue between teacher educationists and researchers from diverse disciplines.
3. Promote research and publication attitudes among teachers in Colleges of Education.
4. Provide a high-level platform for educational practitioners to share their perspectives.
5. Enhance the visibility of tutors from Colleges of Education and their contributions to the public.

Conference Theme and Sub-themes

The conference's theme is “Teacher Education in Ghana: Prospects, Challenges and the way forward”.

The following sub-themes are set to be explored in the context of Teacher Education:

- Policy Development in Teacher Education,
- Digitalization in Teacher Education,
- Teacher Professionalism and Teacher Education,
- STEM in Teacher Education,
- Assessment in Teacher Education,
- Leadership and Governance in Teacher Education.

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