

Luke Okunya Odiemo,
PhD. (Leeds, UK) Mphil.(NLA, Norway), B.Ed.(UON,
Kenya), Certificate¹ (Pasgr, Kenya), MBPsS², RQTU³,
RATU⁴, KGCPA⁵

BIOGRAPHY

Current Status Senior Lecturer and Chairman, Department of Psychology, University of Nairobi, Kenya

Nationality Kenyan Citizen

Civil status: Married

Telephone Mobile: +254733 830 311 or +254 714 099 447

Most convenient contact: lukke7@gmail.com; luke.odiemo@uonbi.ac.ke

EDUCATION AND QUALIFICATIONS

1990-1995 College of Education and External Studies, University of Nairobi, Kenya:
BEd (Upper 2nd Honours) in Kiswahili Linguistics and Literature, History & Government and International Relations

1996-1999 Norwegian Teacher Academy, Bergen, Norway:
MPhil in Philosophy and Psychology

MPhil Thesis: *The Rhetoric of Positivist Science and the Professional Education for Teachers*

Supervisor: *Dr. Signe Sandsmark*

2001-2005 School of Education, University of Leeds:
PhD in Educational Psychology

PhD Thesis: *The Utility of the Learning Promotion Potential Framework for the Teaching of Plant Nutrition in a Kenyan Secondary School Context*

Supervisors: *Emeritus Professor Peter Tomlinson & Professor Phil Scott (RIP)*

LANGUAGE CAPABILITIES

¹ Certificate in Pedagogical Leadership

² Member of British Psychological Society

³ Registered Qualification in Tests Use

⁴ Registered Assistant Test User

⁵ Member of Kenya Guidance, Counseling and Psychological Association

I am Fluent in English, Kiswahili (Swahili), Norwegian, and other African Languages.
I can read and comprehend Swedish and Danish

PREVIOUS POSTS

- 1995-1996 Secondary School Teacher, Kabisaga Secondary School, Eldoret, Kenya
Main duties: Class teacher and head of sports of games department
- 1999-2000 Kindergarten Assistant, Oslo, Norway
Main duty: Teaching young children
- 2000 (April-July) Primary School Teacher, Oslo, Norway
Main duties: Classroom teacher
- 2002-2003 Teaching Assistant, Leeds LEA, Leeds, UK
*Main duties:-*Teaching literacy to children with mild learning difficulties
- 2003 (Summer) Secondary School Biology teacher, Eldoret, Kenya
Main duties: Classroom teaching as part of field work of Ph.D. research in pedagogy
- 2003-2005 Class Teacher, Leeds LEA, Leeds, UK
Main duties:- Teaching at both GCSE, A-Level and College
- 2004-2005 Vice-Chairman, Kenya Leeds Society Welfare Organisation, Leeds, UK
- 2005-2006 College Psychology Tutor, Bradford LEA, Bradford, UK
Main duties: Teaching psychology, research methods, teaching academic skills, providing pastoral support, advising and supervising research projects/coursework, assisting students on 1-to-1 basis with their coursework and other learning needs, participating in weekly psychology departmental meetings to evaluate individual student's progress and needs, administering and evaluating assessment tests and facilitating the head of department with information about individual student's progress for the purpose of departmental reports.
- 03/2006-07/2006 Teacher- Braimwood School, Leeds LEA, UK
Main duties: Teaching GCSE science, Form Tutor for Year 10 and other general covers in other subjects as required by the school.
- 09/2006-02/2008 Aga Khan University, Institute for Educational Development, Eastern Africa, (AKU-IED,EA) Dar-es-salaam, Tanzania.
Main teaching duties: Master of Education Lecturer with the responsibilities as a senior instructor in Science Teacher Education programme; Co-facilitator of Assessment and Evaluation Unit, Educational Inquiry Unit and Curriculum development. Also a member of the committee charged with the design and facilitation of certificate courses in teacher education proficiency in East African region.

Other achievements in this post besides teaching so far:

(i) *September, 2006 to April, 2007:* Elected Chair of faculty and member of the top-most policy making committee, The Management Advisory Committee (MAG) and Faculty Development Committee (FDC). The main duties here were

(a) to develop a public finance policy regarding the procedure for financing of research and administrative activities of the teaching staff so as ensure transparency and accountability; (b) to develop the administrative policy for the running of the institution and; (c) to chair all the faculty board meetings.
 (ii) *April, 2007- June, 2007*: Worked as consultant in USAID/Ministry of Education funded UNITY project in Uganda. This project was aimed at improving the proficiency of teachers using the cascade model where I was one of the people responsible for training the heads of teacher training colleges who would in turn train their own staff in their respective colleges. In this project, I designed and facilitated the courses of Peace Education, Guidance & Counseling, Introduction to Psychological Learning Theory and Student-Centered (inquiry-based) Teaching to Principals of Teacher Education Colleges. This project was aimed at re-training Ugandan teachers, especially in the war-torn Northern Uganda, to prepare them for the implementation of the newly adopted theme-based curriculum.

- 01/2008- Adjunct Lecturer in the Faculty of Education, University of Calgary, Canada.
- 02/2008- Lecturer, Department of Psychology, University of Nairobi, Kenya.
Main duties: Researching and Teaching the following areas: psychology of teaching and learning, Research Methods, Basic Statistics, Learning, Motivation and Emotion, Social Psychology, Family Psychology and Community psychology. Researching and teaching in these areas, especially community psychology has given a lot of knowledge and skills in the areas of designing, implementing and evaluating of community-based intervention programs and projects aimed at improving the general well-being of the society.
- 09/2009 Chief Trainer in the Global Career Development Facilitators' Training course in Nairobi
- 12/2009 Appointed as a reviewer for a Spanish journal entitled *Electronic Journal of Research in Educational Psychology*
- 02/2010- Appointed to the position of Coordinator for the department of psychology programs in the Kenya Science Campus (CEES)
Main duties: To ensure that lecturers are allocated to teach Bachelor of education degree foundation courses offered by the department of psychology, ensure that the department psychology sets, invigilates and assesses students in those foundation courses.
- 06/2011-11/2011 Appointed as ad hoc member of the Suitability Assessment Committee of the Kenya Police having been seconded by the University of Nairobi.
Main Duties: My main duties were to administer psychometric tests aimed at assess the aptitude and personality attributes of the senior police officers as parts of the Kenya Police reforms.
- 04/2013 Invited by the Judiciary as speaker at the Legal Researchers Workshop in Machakos, Kenya.
Main duties: Enlighten legal researchers about research and what their prospective responsibility in the judiciary shall be.

- 07/2013 Invited by the School of Education, Kenyatta University, as speaker at the Pedagogy in Higher Learning Institution Workshop at Kenyatta University Main Campus, Kenya.
- Main duties:* Enlighten the academic staff at the School of Education about the current pedagogical trends in higher learning and how to improve learner motivation in the lectures.
- 05/06/14- Chairman of the Department of Psychology, University of Nairobi.
- Main Duties:* Leading all academic and administrative duties of the department such as teaching, research and curriculum development and implementation

PROFESSIONAL MEMBERSHIP: British Educational Researchers Association (BERA).

Kenyan Guidance, Counselling and Psychological Association (KGCPA)

RESEARCH PRODUCTS AND PUBLICATIONS:

PUBLISHED WORKS

- Waruingi, S.W. & Okunya, Luke Odiemo. (2019). Association between Formal Continuous Professional Development and Job Satisfaction among Clinical Officers in Nairobi County. *International Journal of Education and Social Science Research*, 2(2) 43-67.
- Chikwangura, Y., Okunya, Luke Odiemo. & Shaban, M. (2018). The effectiveness of doppelblicken/intercultural approach to teaching of German as second language to university students in Zimbabwe. *IOSR Journal of Research & Method in Education*, 8(5), version 1, 45-60. DOI:10.9790/7388-0805014560
- Chikwangura, Y. & Okunya, Luke Odiemo. (2018). Utility of doppelblicken/intercultural approach in analysis of the quality of classroom teaching/learning processes when using literary texts to teach German as a second language. *IOSR Journal of Research & Method in Education*, 8(5) version 1, 66-81. DOI: 10.9790/7388-0805016681
- Kinuthia J. W. & Odiemo Luke (2018). Relationship Between Adult Education And Self-Esteem Of Women In Nairobi County, Kenya. *International journal of social science and technology* 3(3), 39-53
- Kinuthia J. W. & Odiemo Luke (2018) Adult Education and Self-Efficacy: a Transformative Learning Perspective. *International journal of current research*, 10(7), 70860-70865
- Malusi, B.M. & Odiemo Luke Okunya. (2018). Effect of Handedness on the Completion Rate of Chemistry Timed Tasks by Left-Handed Learners. The IAFOR International Conference on Education -Dubai 2018 Official Conference Proceedings. Retrieved from http://25qt511nswfi49iayd31ch80-wpengine.netdna-ssl.com/wp-content/uploads/papers/iicedubai2018/IICEDubai2018_39167.pdf
- Muthusi Katembu, S. & Okunya, Luke Odiemo. (2018). Relationship between Alcohol Use Disorder and Expression Suppression among Youth Seeking Help in Rehabilitation

- Centers in Kiambu County, Kenya. *Triple A Research Journal of Social Science and Humanity*, 2(2), 67-78.
- Muthusi Katembu, S. & Okunya, Luke Odiemo. (2018). Relationship between Alcohol Use Disorder and Cognitive Reappraisal among Youth Seeking Help in Rehabilitation Centers in Kiambu County, Kenya. *International Journal of Learning and Development*, 8(3), 1-20
- Mwangi, D.N. & Okunya, Luke Odiemo. (2018). Association between Duration of Institutionalization and Attitudes towards Rehabilitation among Adolescents in Nairobi County, Kenya. *International journal of education and social sciences*, 5(8), 41-55.
- Oketch-Oboto, J.W.B. & Okunya, Luke Odiemo. (2018). The Relationship Between Levels of Stress and Psychological Adjustment Among University of Nairobi Students. *International Journal of Education and Social Science Research*, 1(6), 51-72
- Oketch-Oboto, J.W.B., Okunya, Luke Odiemo. & Mukuria, S.G. (2018). The Relationship Between Levels of Stress and Academic Performance Among University of Nairobi Students. *International journal of learning and development*, 8(4), 1-21.
- Sakwa Jedidah & Odiemo Luke Okunya (2018). Assessment of Students' Understanding of Menstrual Cycle in Navakholo Sub-County, Kakamega County, Kenya. *International Journal Learning and Development*, 8(3), 1-20
- Sakwa, J.M. & Okunya, Luke Odiemo. (2018). Teachers' Understanding of Menstrual Cycle in Navakholo Sub-County, Kakamega County, Kenya. *International journal of learning and development*, 8(4), 61-78
- Wango, G., Wairire, G.G. & Odiemo Luke (2018). Counselling Interventions and the Use of Counselling Skills in Police Services in Kenya. *OSR Journal Of Humanities And Social Science (IOSR-JHSS)* 23(7), 39-52.
- Waruingi, S.W. & Okunya, Luke Odiemo. (2018). Association between Formal Continuous Professional Development and Perception towards Job Characteristics among Clinical Officers in Nairobi County. *International Journal of education and Social Sciences*, 5(9), 36-46
- Situma Joseph, Odiemo Luke & Mutisya Kisemei, (2017) Underdetermination Of Rationality in Morality and Politics And Necessity of Virtues (In Africa. *Journal of Gleanings from Academic Outliers* 6(1), 44-80
- Okunya Luke Odiemo (2016). *Designing Teaching using Learning Promotion Potential Framework*. Germany: LAP Lambert Academic Publishing
- Malusi, Benerdeta Mwikali, Mungia Chege & Odiemo Luke (2015). Relationship between usage of equipment designed for the right-handed people and attitudes towards chemistry among left-handed high school students in Kenya. *Journal for Research in Chemistry Education*, 5(2), 16-58
- Malusi Benerdeta Mwikali, Mungia Chege & Odiemo Luke (2015). Left-handedness as an overlooked special learning need. *Integrated Journal of British*, 2(4), 71-90
- Okunya, Luke Odiemo (2014). Partial institutionalisation and its relationship to Kenya's poor economic development since independence: the case of the agricultural sector. *Journal of African Studies and Development* 6 (6), 113-122

- Kinyua, K. & Okunya L. Okunya. (2014) Validity and reliability of teacher-made tests: Case study of year 11 physics in Nyahururu District of Kenya, *African Educational Research Journal*, 2(2), 61-71, May 2014 ISSN: 2354-2160
- Okunya, Luke Odiemo (2013). Weaknesses in the Search for the Evidence for the Effectiveness of Applying Psychological Learning Theory to Teaching: The Case of Plant Nutrition. *Radical Pedagogy*, 10(2): ISSN: 1524-6345
- Arasa, J.N., Mulinge, M.M. & Odiemo Luke Okunya. (2012). African Refugee Students' Conceptions of Democracy: Implications for Conflict mitigation. *African Renaissance*, 9(3-4), 15-34
- Odiemo, Luke OKunya. (2009). Utilizing learning promotion potential framework to facilitate the development of higher-order cognitive skills. *Electronic journal of research in educational psychology*, 7(3), 1289-1322
- Odiemo, Luke Okunya. (2008). The role of economic development in curriculum development process in Sub-Saharan Africa: a call for a new approach to socio-economic development in Africa with special reference to Kenya. *Education, Knowledge and Economy*, 2(2), 1-25

SEMINAR, CONFERENCE AND WORKSHOP PRESENTATIONS

- Odiemo, L.Okunya. (11th of September, 2006). *The Utility of the Learning Promotion Potential Framework for the Teaching of Plant Nutrition in a Kenyan Secondary School Context*. Seminar presented at the AKU-IED,EA, Dar es Salaam, Tanzania.
- Odiemo, L. Okunya. (2007). Interaction between psychology and general methods in teaching. Paper presented in the C-TEP UNITY project in Kampala, Uganda.
- Odiemo, L. Okunya. (2013). Facilitator in the legal researchers' workshop on 30th of April, 2013 at Maanzoni Lodge, Machakos, Kenya
- Odiemo, L. Okunya. (2013). Facilitator in the pedagogy in higher learning institutions workshop on 29th-31st of July, 2013 at School of Education, Kenyatta University, Kenya.
- Odiemo, L. Okunya. (2015) Seconded by University of Nairobi to the Commission for University Education Curriculum standards Workshop for Bachelor of Arts Degree Courses in February, 2015 at Egerton University, Kenya.
- Odiemo, L. Okunya. (2015) Invited to attend Curriculum Development workshop at the Cooperative University in November 2015 at the Cooperative University of Kenya in Nairobi.
- Odiemo, L. Okunya. (2016) PhD Supervision Training facilitated by UON, RPE division at Maanzoni
- Odiemo, L. Okunya. (2017) MRPP training at Maanzoni, sponsored by PASGR
- Odiemo, L. Okunya. (2018) Trainer of trainer in the Pedagogic leadership in Africa Training at Panari Hotel, Nairobi, Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in July 2018
[<http://www.universityworldnews.com/article.php?story=20180724113030357>]
- Odiemo, L. Okunya. (2018) Trainer of trainers in the Pedagogic leadership in Africa Training at Panari Hotel, Nairobi, Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 1st-14th August, 2018
[<https://newnigeriannewspaper.com/african-scholars-brainstorm-on-education-in-kenya/>]

- Odiemo, L. Okunya. (2019) Trainer of trainers in the Pedagogic leadership in Africa Training at Panari Resort, Nyahururu, Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 27th-30th of January, 2019
- Odiemo, L. Okunya. (2019) Trainer of trainers in the Pedagogic leadership in Africa Training at Imperial Botanical Hotel, Entebe, Uganda, Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 23rd February to 5th of March, 2019
- Odiemo, L. Okunya. (2019) Trainer of trainers in the Pedagogic leadership in Africa Training at University of Ibadan, Ibadan, Nigeria, Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 19th to 28th of May, 2019
- Odiemo, L. Okunya. (2019) Trainer of trainers in the Pedagogic leadership in Africa Training at Sarova Whitesands Hotel, Mombasa, Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 21st to 30th of June, 2019
- Odiemo, L. Okunya. (2019) Trainer of trainers in the Pedagogic leadership in Africa Training at University of Ghana, Legon Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 31st July to 8th of August, 2019
- Odiemo, L. Okunya. (2019) Trainer of trainers in the Pedagogic leadership in Africa Training at Egerton University, Nakuru Sponsored by PASGR. I was the facilitator for Psychological Learning Theories in 9th- 19th September, 2019

UNPUBLISHED THESES:

- (1) Odiemo, L. Okunya. (1999). *The Rhetoric of Positivist Science and Professional Education for Teachers*. Unpublished MPhil Thesis, NLA, Norway.

Synopsis: A critical review of the literature on the validity of the conception of teaching as an art and the feasibility of the post-modernist argument for teachers to be artistic, instead of technical rationalists in their practice. This analysis led to a central suggestion that psychological learning principles, being an important knowledge-base from which pedagogy is generated, should be taught to student-teachers using video/audio recorded cases of their classroom application by expert pedagogues so as to maximize the utilization of worked-out examples, vital for the transition of knowledge from declarative to procedural form.

- (2) Odiemo, L. Okunya. (2005) *The Utility of the Learning Promotion Potential Framework for the Teaching of Plant Nutrition in a Kenyan Secondary School Context*. Unpublished Ph.D. thesis: University of Leeds, U.K.

Synopsis: For this PhD research I sought to evaluate the application of the recently proposed Learning Promotion Potential/Critical Eclecticism framework for relating learning-related psychological theory to teaching design, by comparing the effectiveness of photosynthesis teaching based on available psychological insights with usual teaching of same topic by an experienced Kenyan teacher.

This required a design stage involving critical review and analysis of a wide range of modern psychological theory and research beyond that labelled explicitly as educational, together with detailed planning of specific teaching strategies/activities and their justification in terms of the selected theories and types of learning process to be promoted, across 12 teaching sessions lasting a total of 400 minutes.

The empirical phase involved a comparative case/quasi-experimental design study comparing my implementation of this teaching with the teaching of the same topic to a comparable class over the same period by an experienced local teacher. Data gathered included: Open-ended written pre-, post- & delayed post-tests, scored blind and analysed at several levels. All teaching by both teachers was video & audio-taped; comparison teacher interviewed.

Key findings were that the LPP/psychology-based teaching was significantly more effective on central aspects of Plant nutrition understanding and never significantly less effective. The LPP framework also illuminated aspects in which the psychology-based approach failed to achieve superiority, in as much as its recommended analysis of implementation quality drew attention to resource limitations in the psychology-based condition, as well as suggesting some positive features to the traditional comparison teaching, which nevertheless appeared generally lacking when analysed for the kinds of learning processes suggested as important by a range of modern psychological research.

UNDERGRADUATE COURSES TAUGHT AT UNIVERSITY OF NAIROBI:

- (i) CPY 209: Research methods
- (ii) CPY 211: Basic statistics
- (iii) CPY 011: Research Methods and Basic statistics
- (iv) CPY 203: Social Psychology
- (v) CPY 114: Learning, motivation and emotion
- (vi) CPY 415: Community Psychology
- (vii) CPY 413: Psychology of the family
- (viii) CPY 001: Introduction to human communication
- (ix) TPS 202: Psychology of teaching and learning
- (x) CPY 101 & TPS 101: Introduction to psychology
- (xi) CPY 401: Psychology Research Project supervision
- (xii) CPY 402: Practicum (Supervision of the psychological counseling students practice)
- (xii) TPS 201: Educational measurement and evaluation

POSTGRADUATE COURSES TAUGHT AT UNIVERSITY OF NAIROBI:

- (i) CPY 501 : Research Methods in Psychology
- (ii) TPM 501: Research Methods in Psychology
- (iii) TPM 512: Psychological Assessment and Instrument Development
- (iv) CHR 604: Research Methods in Human Rights
- (v) CPY 506: Advanced Community Psychology
- (vi) CPY 507: Intervention Skills in the Community

PHD THESES SUPERVISED TO COMPLETION

Ms. Benedette Mwikali Malusi at the Department of Education Technology and Communication, Mount Kenya University, in Thika, Kenya.

THE TITLE OF THE THESIS: *"The effect of the mismatch between learners' handedness and the design*

of instructional resources on high school learners' learning outcomes and attitudes towards science" 04th October, 2018.

Mr. Josaiah W.B. Oketch-Oboto. Department of Psychology, University of Nairobi.
THE TITLE OF THE THESIS: "*The effect of level stress on academic performance and psychosocial adjustment among the University of Nairobi students*" 21st December, 2018.

Chikwangura Yemurai. Department of Linguistics, University of Nairobi.
TITLE OF THE THESIS: "*An analysis of teaching German Literature using an intercultural approach/a doppelblicken (double look) approach: A case study at the University of Zimbabwe.*" 30th September, 2019

ONGOING PhD THESES SUPERVISION

Christine Njuguna, Department of Psychology, University of Nairobi.
THE TITLE OF THESIS: "*Relationship between Formal Teacher Workload and Job Satisfaction and Burnout among Teachers in Kiambu County*"

SUPERVISED MASTERS THESES

Kariuki, Cecilia Njeri (2019). *Relationship between age at the time of marriage and marital satisfaction among married couples in Murang'a County, Kenya*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi

Mwangi, Diana Njoki (2018). *The relationship between duration of institutionalization, attitudes towards rehabilitation and psychological coping strategies among adolescents in Nairobi county rehabilitation schools*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi.

Awinja, Winnie Mwendwa (2018). *Relationship between formal employment and marital quality among married women in Nairobi county*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi.

Waruingi Stella Wangaria (2018) *Association between formal continuous professional Development, Job satisfaction and perceived job characteristics: The Case of Clinical Officers in Nairobi County*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi

Kinuthia Joyce Waigwe (2018) *Relationship between participation in adult education and self-esteem, self-efficacy and awareness of women's rights among women in Nairobi County, Kenya*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi.

Katembu Stephen Muthusi, (2017) *Relationship between Alcohol use disorder, cognitive appraisal and expression suppression among youth seeking help in rehabilitation Centres in Kiambu county Kenya*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi

SUPERVISED MASTERS RESEARCH PROJECTS

- Nzano, Mark Mwangoko (2018). *Experience of profiling by security agents on the rights of freedom of movement and non-refoulment among Somali asylum seekers in Eastleigh Subcounty*. Unpublished Master of Human Rights Project. Department of Philosophy and Religious Studies, University of Nairobi
- Kinyua, Jeniffer Kathomi (2018). *Relationship between family structure, attitude towards school and academic performance in core subjects among public secondary school students in Dagoretti South sub-county in Nairobi*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi
- Mwihaki Lucy Kang'ethe (2018). *The relationship between perceived parenting styles and attitudes towards alcohol use among 13-17 year old boys in sub-county secondary schools in Kiambu sub-county*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi
- Chelanga Eward (2017). *Examining The relationship between traditional male circumcision and attitude towards alcohol consumption among*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi
- Sakwa Jedidah (2017). *Assessment of students and teachers understanding of menstrual psycho in Navakholo Subcounty Kakamega county Kenya*. Unpublished Master of Psychology Thesis. Department of Psychology, University of Nairobi.
- Yvonne Mutio Musyoki (2017). *The relationship between parenting style and crime among youths in informal settlements in Hananasif (Dar-es-salaam-Tanzania)*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi.
- Wanyama John Bwire (2017). *Exploring the influence of family structure on self-esteem and attitude toward violent crime among youth: A Case study of Kandara Sub-County, Murang'a County in Kenya*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi.
- Tiampati Elizabeth M. Ndaita (2017). *Psychosocial factors influencing juvenile delinquency among girls at Kirigiti and Dagoretti rehabilitation centres*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi.
- Wamunyinyi Wafula Athanas (2016). *Relationship between family background and juvenile delinquency in Bungoma County*. Unpublished Master of Psychology Project. Department of Psychology, University of Nairobi.
- Mulala Simon Kyania (2015) *Factors influencing students' Attitudes towards Mathematics and its effects on performance of Mathematics among secondary school level students in Kenya*. Unpublished Master of Education Project. Department of Psychology, University of Nairobi
- Nzomo Joseph Mwalimu (2015). *Effectiveness of methods of testing conceptual Understanding in physics: A study done in the concept of floating and sinking*

- in form 3 students at Mbooni. Unpublished Master of Education Project. Department of Psychology, University of Nairobi.*
- Kinyua, Kiragu (2012). *Factors affecting the validity and reliability of teacher-made tests in Laikipia District of Kenya. Unpublished Master of Education Project. Department of Psychology, University of Nairobi*
- Makau, Diana Mwikali (2012). *Perceptions of the pre-service teachers with hearing impairment on the assessment system in teacher training colleges in Kenya. Unpublished Master of Education Project. Department of Psychology, University of Nairobi.*
- Chesang, Joyce (2012). *Validity of formative assessment in relation to summative assessment in English Language: The case of public primary schools in Bureti District, Kericho County. Unpublished Master of Education Project. Department of Psychology, University of Nairobi.*
- Etshiano, Stephen Hamisi (2012). *Effect of frequent assessment on achievement and attitude in mathematics among high school student: A case study of Migori District. Unpublished Master of Education Project. Department of Psychology, University of Nairobi.*
- Ngota, Epha Owino (2012). *Effect of language code switching on academic achievements of learners with hearing impairment in social studies in Kakamega County. Unpublished Master of Education Project. Department of Psychology, University of Nairobi.*
- Ndemo, George Nyarunda (2010). *The use of formative assessment results in the design and planning of instruction in secondary schools in Kisii District. Unpublished Master of Education Project. Department of Psychology, University of Nairobi.*
- Ndukanio, Paul Munyi (2010). *Effects of standardised test feedback on business studies teachers' utilization of formative assessment tests in Kenyan secondary schools. Unpublished Master of Education Project. Department of Psychology, University of Nairobi*

ONGOING PhD THESES SUPERVISION

Several Master Thesis and Project are about to be completed.

RESPONSIBILITIES AT THE UNIVERSITY OF NAIROBI

Member, Departmental Postgraduate Studies Committee
Member, Departmental Curriculum Committee

GENERAL TEACHING SPECIALISMS:

- (i) Educational Psychology and Instructional Design: Interactive Conceptions of Learning/Teaching and the Application of Educational Psychology to Teaching/Learning especially in the Science Context.

- (ii) Psychological testing
- (iii) Teacher Education: Teacher Cognition and Educational Applications of the Psychology of Skilled Expertise/Professional Learning and Skill/Expertise Development in Teaching.
- (iv) Philosophy of Science and Research Methods in Education and psychology including supervision of Undergraduate and Graduate Research Projects.
- (v) Research Methods in psychology
- (vi) Community Psychology
- (vii) Family Psychology
- (viii) Psychological Assessment
- (ix) All areas of British GCSE and A-level psychology, including pre-university level research methods and psychology research project supervision.
- (x) KCSE Kiswahili and History teaching (I am a qualified Kiswahili and History & Government teacher).

REFEREES

The following persons can write letters of recommendation on my behalf:

- (1) Professor Peter Wasamba
Department of Literature
University of Nairobi
P.O. Box 30197- 00100,
Nairobi
Kenya
Mobile Tel: 0722 734121/ 0785 851907
Email: pwasamba@yahoo.co.uk
pwasamba@uonbi.ac.ke

- (2) Dr. Beatrice Muganda
Director of Higher Education
Pedagogical Leadership in Africa (PEDAL) Program
Partnership for African Social and Governance Research (PASGR)
6th floor, I & M Building
2nd Ngong Avenue, Upper Hill
P.O. Box 76418-00508
Nairobi
Kenya

Tel: +254 722 177 166 or +254 (0)20 298 5000
Email: bmuganda@pasgr.org

- (3) Prof. Ephraim Wahome
Dean , Faculty of Arts
University of Nairobi
P.O. Box 30197- 00100,
Nairobi
Kenya
Office Tel. +245 (0)20 318262 ext 28146
Mobile Tel: 0721-354-131
Emails: ewahome@uonbi.ac.ke
ewahome@gmail.com

- (4) Professor Peter Tomlinson (My Ph.D. Lead Supervisor)
Emeritus Professor of Pedagogy and Professional Learning
University of Leeds, UK
27 Park Street
YORK
YO24 1BQ

Telephone (home) +44 (0)1904 639522
Telephone (work) +44 (0)113 233 4543
E-mail: peter.tomlinson12@btinternet.com

