

Luke Okunya Odiemo

CURRICULUM VITAE

BIOGRAPHY

Current Status Senior Lecturer, Department of Psychology, University of Nairobi, Kenya
Nationality Kenyan Citizen
Civil status: Married
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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 (late)*

LANGUAGE CAPABILITIES

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

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- 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.
- 06/14 Appointed to the post of Chairman of the Department of Psychology, University of Nairobi.

PROFESSIONAL MEMBERSHIP: British Educational Researchers Association (BERA).

Kenyan Guidance, Counselling and Psychological Association

RESEARCH PRODUCTS AND PUBLICATIONS:

PUBLISHED WORKS

Okunya, Luke Odiemo (Accepted 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*. www.journalsconsortium.org

Kinyua and Okunya (2014) Validity and reliability of teacher-made tests: Case study of year 11 physics in Nyahururu District of Kenya, *African Educational Research Journal*, Vol. 2(2), pp. 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*, vol.10(2): ISSN: 1524-6345

Arasa, J.N., Mulinge, M.M. & Odiemo L.O. (2012). African Refugee Students' Conceptions of Democracy: Implications for Conflict mitigation. *African Renaissance*, vol.9 (3-4), 15-34

Odiemo, L.O. (2012). Community Psychology- Distance Learning Module. University of Nairobi.

Odiemo, L.O. (2009). Utilizing learning promotion potential framework to facilitate the development of higher-order cognitive skills. *Electronic journal of research in educational psychology*, vol.7(3): 1289-1322

Odiemo, L.O. (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*, vol.2 (2)

Odiemo, L.O. (Accepted 2008). *Weaknesses in the search for the evidence for the effectiveness of applying psychological learning theory to teaching: the case of plant nutrition*. Radical Pedagogy

PAPERS UNDERGOING THE FINAL REVIEW FOR PUBLICATION:

Odiemo, L.O. & Tomlinson, P.D. (under review 2012) Psychology for pedagogical effectiveness: (ii) An empirical evaluation of the Learning Promotion Potential framework. *Journal of education research online* (Kenya)

Odiemo, L.O. (Under review 2010). *Partial institutionalization/partial industrialization and its relationship to Kenya's poor economic development since independence: the case of the agricultural sector. Ufahamu: A Journal of African Studies* (California, USA)

SEMINAR AND WORKSHOP PRESENTATIONS

Odiemo, L.O. (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.O. (2007). Interaction between psychology and general methods in teaching. Paper presented in the C-TEP UNITY project in Kampala, Uganda.

Odiemo, L.O (2013). Facilitator in the legal researchers' workshop on 30th of April, 2013 at Maanzoni Lodge, Machakos, Kenya

Odiemo, L.O (2013). Facilitator in the pedagogy in higher learning institutions workshop on 29th-31st of July, 2013 at School of Education, Kenyatta University, Kenya.

UNPUBLISHED THESES:

- (1) Odiemo, L.O. (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.O. (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.

ON-GOING RESEARCH:

1. Bachelor of Education (Science) students understanding of the nature of science and the characterization of the changes in development of this conception as prospective teachers proceed in their course.
This is a cross-sectional survey of about 200 students in one of Kenya's leading public Universities. I am currently transcribing the data and will soon start the analysis.
2. Secondary students understanding of the concept of particulate nature of matter. This is a cross-sectional survey being undertaken by myself and two of my undergraduate students from Kenya Science. The aim is to document how they conceptualize the particulate nature of matter across the various grades. It is anticipated that the findings of this research will inform teachers about the weakness in the students understanding and possibly enable the teachers to rethink their teaching strategies if it happens that those who have already learned this topic still harbor misconceptions.
The data collection instruments are now ready and the actual data collection will commence in mid-December, 2012 once the respective school authorities grant permission.

PROPOSED RESEARCH TO BE DONE IN 2014:

1. Proposed study on "The Utility of Lesson Study as a Teacher Professional Development Strategy in Kenya." This proposal is now ready for fieldwork, but I am still recruiting the teachers from local secondary schools who may be willing to undertake lesson study with their colleagues.
2. Proposed study on "Becoming and being a teacher in Kenya." This study is aimed at surveying the professional development of Kenyan pre-service teachers.

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) 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) TPM 501: Research Methods in Psychology
- (ii) TPM 512: Psychological Assessment and Instrument Development
- (ii) CHR 604: Research methods in Human Rights
- (iii) CPY 506: Advanced Community Psychology

ON-GOING SUPERVISION OF RESEARCH PROJECTS

- (i) I am the PhD supervisor for Ms. Benedette Mwikali Malusi at Mount Kenya University, in Thika, Kenya. The title for her thesis is: *“The effect of the mismatch between learners’ handedness and the design of instructional resources on high school learners’ learning outcomes and attitudes towards science”*.

This thesis is seeking to examine how the use of laboratory equipments designed for right-handed people by the left-handed students usually affect their quality of learning and how this affects their attitudes towards the subject.

The study is currently at the data collection stage.

- (ii) I am the PhD supervisor for Mr. Josaiah Oketch-Oboto, Department of Psychology, University of Nairobi. The title for her thesis is: *“The effect of stress on academic performance and psychosocial adjustment among the University of Nairobi students”*.

The study is currently at the full PhD research stage.

SUPERVISED MASTERS/PhD RESEARCH PROJECTS/THESES

- 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 Thesis. 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 Thesis. 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 Thesis. 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 Thesis. 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 Thesis. 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 Thesis. 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 Thesis. University of Nairobi.

RESPONSIBILITIES IN THE UNIVERSITY OF NAIROBI

- (i) Patron, Psychology Club
- (ii) Coordinator of psychology programs in the College of Education and External Studies, Kenya Science Campus
- (iii) Member, Departmental Post-graduate Curriculum Development Committee
- (iv) Member of Faculty of Arts Space allocation Committee
- (v) Departmental representative in the Faculty Quality Management Systems Data Analysis Committee

GENERAL TEACHING SPECIALISMS:

- (i) Educational Technology and Instructional Methods: the application of educational and psychological learning theory in the design, implement and evaluative teaching strategies for effective teaching in the area of science teaching and learning and elementary education.
- (ii) Educational Psychology: Interactive Conceptions of Learning/Teaching and the Application of Educational Psychology to Teaching/Learning especially in the Science Context.

- (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 and human rights studies
- (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 Tomlinson (My Ph.D. Lead Supervisor)
Emeritus Professor of Pedagogy and Professional Learning
University of Leeds, UK
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YORK
YO24 1BQ

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Telephone (work) +44 (0)113 233 4543
E-mail: P.D.Tomlinson@education.leeds.ac.uk or peter.tomlinson12@btinternet.com

- (2) Professor John T. Leach (My PhD Internal Examiner)
Pro-Vice-Chancellor (Development and Society)
Sheffield Hallam University
City Campus
Howard Street
Sheffield
S1 1WB
Phone 0114 225 5555
Fax 0114 225 4449

Email: J.Leach@shu.ac.uk

- (3) Prof. Preston Orieko Chitere
Dean of faculty of arts and Professor of sociology and social work
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