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Proposed Model for the Integration of Social Media in Teacher Education Institutions in Uganda: A Case Study of National Instructors College Abilonino.

The rapid development of information and communication technologies has sparked the creative incorporation of social media into current pedagogical technologies and processes. Teacher training institutions in Uganda are still facing challenges of social media integration in teaching and learning. Teachers have failed to use social media devices in teaching and learning. This was attributed to fears that the use of social media platforms in teaching and learning would have negative influence on students' academic performance since they spend most of the time chatting and making friends. The main objective of the study was to propose a model for social media integration in learning within teacher education institutions in Uganda. The study employed mixed methods approach combining both qualitative and quantitative methods to collect data. Data were analysed using the Statistical Package for the Social Sciences (SPSS) and excel statistical packages. The study identified social media infrastructure, technical support, training of users, culture, infrastructure plan, awareness, gender, age and policies as requirements for the proposed model. This model would provide an opportunity for students and teachers to create learning resources, share learning resources, modify learning resources and collaborate with each other in the teaching and learning process to enhance students' performance class activities and examinations.

Key Words: Proposed Model, Integration of Social Media, Teacher Education Institution