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Visualization strategies and teaching Geography to learners with hearing impairment in secondary schools: lessons learnt from Mbale and Lira Districts in Eastern and Northern Uganda

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Abstract:

This study investigated the use of visualization strategies in teaching geography to students with hearing impairment in secondary schools in Mbale and Lira Districts in Uganda. Results of the data analyzed for themes and descriptive statistics in Microsoft Excel revealed that 82% of secondary school students with hearing impairments in these two districts struggled to understand geographical concepts. Application of role-play and visualization in teaching methods enhanced their comprehension, with a 57% improvement in understanding. These results demonstrate the effectiveness of role-play in teaching strategies in enhancing learning among learners with hearing impairments and the need for policy underpinnings to this effect.

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