

**Title: Ethnic Dance Pedagogy in Higher Institutions of Learning: Transformation and Formalization**  
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### **Abstract**

This was an experiential-qualitative study aimed at transforming and formalizing Ugandan ethnic dance pedagogy at higher institutions of learning. The study was grounded in Luganda oral philosophies like Nnanda (Ssemaganda 2023), Kola nga bwoyiga, ate oyige nga bwokola (Mabingo 2023) and Annazina Ttakumba (Jjemba 2023) alongside Experiential Learning Theory by David Kolb (1999). The general objective was to identify ways through which Ugandan ethnic dance teaching and learning can be transformed and formalized at higher institutions of learning; and the specific objectives included: to examine how ethnic dance is taught and learned at selected universities, to find out teachers' and learners' perceptions about the current pedagogical approach used in ethnic dance, to establish the pedagogical transformation of ethnic dance, and to suggest further formalization for ethnic dances Pedagogy at Higher levels of education. The central argument posits that ethnic dance pedagogy calls for scientific teaching approaches that can result in learning efficacy in a short study period. Choreography sessions were used to collect data from teachers, and learners across three universities namely: Makerere, Kyambogo and New York University. Movement awareness, observation, and Laban Movement Analysis were employed to analyse field data. The study findings showed that learning efficacy for ethnic dance can be attained by aligning the quality of flow of body energy to the texture in the accompanying music.