



UNIVERSITY OF
EDUCATION, WINNEBA

RESEARCH AGENDA

2025-2030

Theme

**ENHANCING VISIBILITY AND
INTERNATIONALISATION THROUGH
RESEARCH, INNOVATION AND
DEVELOPMENT**

AUGUST, 2025



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List of Acronyms

AAU	Association of African Universities
AI	Artificial Intelligence
AJOL	African Journals Online
AR	Augmented Reality
B.Ed	Bachelor of Education
CBRDS	Community Based Rehabilitation and Disability Studies
CeRCCA	Centre for Research, Culture and Creative Arts
CEPS	Centre for Educational Policy Studies
CEWEFIA	Central and Western Fishmongers Improvement Association
CIDEF	Chartered Institute of Development Finance
CPU	Clothing Production Unit
CSP	Corporate Strategic Plan
DfID	Department for International Development
DICOT	Diversity Context in Teacher Education
DOAJ	Directory of Open Access Journals
DOVVSU	Domestic Violence and Victim Support Unit
DRID	Directorate of Research, Innovation and Development
EHI	Education for Hearing Impaired
ERIC	Education Resources Information Center
EVI	Education for Visual Impaired
FABSE	Faculty of Applied Behavioural Sciences in Education
FHASHEE	Faculty of Health, Allied Sciences and Home Economics Education
FPU	Food Production Unit
FSSE	Faculty of Social Sciences Education
GES	Ghana Education Service (GES)
GNAT	Ghana Association of Teachers
GTEC	Ghana Tertiary Education Commission
IERIS	Institute for Educational Research and Innovation Studies
IoT	Internet of Things
IPR	Institute of Public Relations
JICA	Japanese International Cooperation Agency
LMS	Learning Management Systems
MMDAs	Metropolitan, Municipal, and District Assemblies
MOE	Ministry of Education

MOU	Memorandum Of Understanding
NAGRAT	National Association of Graduate Teachers
NCRIBE	National Centre for Research into Basic Education
NDP	National Development Plan
NTC	National Teaching Council
OER	Open Education Resources
PUBMED	Public Medline
SACOST	Centre for School and Community Science and Technology Studies
SDGs	Sustainable Development Goals (SDGs)
SELLL	School of Education and Life-Long Learning
SEN	Special Education Needs
STEM	Science Technology Engineering and Mathematics
T-TEL	Transforming Teaching, Education and Learning
TTOs	Technology Transfer Offices
TTT	Tri-Continental Teacher Training
UCC	University of Cape Coast
UCCBS	University of Cape Coast Business School
UCEW	University College of Education of Winneba
UEW	University of Education, Winneba
UGBS	University of Ghana Business School
UNESCO	United Nations Educational Scientific Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
VR	Visual Reality
ZEAL	Zonal Environmental Awareness League
ZOIL	Zonal Oil Industry Limited

Definition of Terms

1. **Faculty:** specifically pertains to the teaching and research staff of an educational institution, particularly those holding academic ranks such as professor, associate professor, or lecturer.
2. **Department:** in an academic or research context typically refers to an organizational unit within a larger institution, such as a university or research facility.
3. **Research agenda:** a strategic plan or framework delineating the priorities, goals, and direction for research activities within a specific field, organization, or project. This document serves as a roadmap for future investigations and aids in channeling resources towards pivotal areas of inquiry.
4. **Research funding:** refers to the financial support allocated to advance scientific, academic, or technological investigations, playing a crucial role in driving knowledge and innovation across various fields.
5. **Timelines:** they are effective tools for research planning and management and are crucial for organizing work, setting milestones, and ensuring that projects stay on track.
6. **Research output:** refers to the tangible and intangible products that directly result from research activities. These outputs play a crucial role in disseminating knowledge, demonstrating the value of research, and contributing to academic and practical fields.
7. **A research focus:** denotes the specific area or topic within a broader field that a researcher, team, or institution selects to concentrate their efforts on. It is a pivotal factor in delineating the direction and scope of research activities.
8. **Thematic area:** refers to a broad, overarching topic or focus that connects various research projects, initiatives, or studies. It provides a unifying framework for related research activities.

Foreword

For the first time, the University of Education Winneba research agenda as envisioned by the university administration has been developed. It is UEW's responsibility to support Ghana's social and economic advancement. Scientific and technological advancements are the main drivers of the anticipated growth in the industrial and economic sectors. UEW consistently contributes to development through its areas of competency, including research, teaching, and community service. It is essential that UEW concentrates its research efforts on issues of national importance grounded in the sustainable development goals (SDGs) Corporate Strategic Plan (CSP) of the University and the National Development Plan (NDP). The first Research Agenda for 2024–2029 was created in this framework with the goal of promoting visibility, internationalization, and innovation in research.

As Vice Chancellor of the University of Education, Winneba (UEW), it is my pleasure to present our Research Agenda for 2024–2029. This comprehensive agenda represents a significant milestone in our institution's commitment to advancing knowledge, fostering innovation, and addressing critical societal challenges through high-quality research. The University of Education, Winneba, has a unique mandate to produce professional educators who will spearhead Ghana's vision for rapid economic and social development. As such, our research agenda is not just an academic exercise, but a roadmap for creating impactful change in our education system and society at large. This Research Agenda is the product of extensive collaboration among our faculty,



Prof. Stephen Jobson Micthual, PhD

staff, and stakeholders. It outlines five key thematic areas that will guide our research efforts over the next five years:

1. Innovation, Technology & Entrepreneurship
2. Education, Development & Research
3. Policy, Leadership, Governance & Infrastructure
4. Culture, Diversity, Family & Communication
5. Health, Environment, Safety & Sustainability

The themes reflect our commitment to addressing pressing national and global challenges while leveraging our strengths as an institution dedicated to education and development. The agenda also sets forth ambitious goals for increasing research productivity, enhancing research quality, fostering interdisciplinary collaboration, and improving the visibility of our research outputs. We have outlined clear strategies for capacity building, securing research funding, and disseminating our findings to maximize their impact.

I am confident that this Research Agenda will serve as a catalyst for groundbreaking discoveries, innovative solutions, and meaningful contributions to both local and global knowledge. It will also enhance our standing as a research-focused university and strengthen our role in national development. I call upon all members of the UEW community to embrace this agenda and contribute to its successful implementation. Together, we can realize our vision of becoming a beacon of hope for Ghana's future through cutting-edge research and innovation.

I would like to extend my sincere gratitude to the members of the UEW Research Agenda Committee, under the direction of Professor Kofi Adu-Boahen. The group has produced a research agenda that addresses the needs of our many members, our institutional mission, and our ultimate objective of becoming a worldwide renowned university with a reputation for exceptional professional development, outreach, teaching, and research.

Prof. Stephen Jobson Micthual, PhD
Vice Chancellor
University of Education, Winneba



Acknowledgements

The University of Education, Winneba (UEW) extends its sincere gratitude to all those who contributed to the development of this 5-year Research Agenda (2024-2029). We particularly acknowledge the dedicated work of the Research Agenda Committee, chaired by Prof. Kofi Adu-Boahen, whose members brought diverse expertise from across the university's faculties and departments. Their collaborative efforts and insights were instrumental in shaping this comprehensive agenda. The membership of the committee was:

1. **Prof. Kofi Adu-Boahen**
Faculty of Social Sciences Education/
Chairperson
2. **Prof. Charles Nyarko Annobil**
School of Education and Life-Long
Learning
3. **Prof. Emma Sarah Eshun**
Directorate of Quality Assurance
4. **Prof. Osuanyi Quaicoo Essel**
School of Creative Arts
5. **Prof. Kwasi Adomako**
Faculty of Ghanaian Languages
Education
6. **Prof. Patricia M. Amos**
Faculty of Applied Behavioural
Sciences in Education
7. **Dr. Portia Joana Sakyi**
Faculty of Foreign Languages
Education
8. **Dr. Joseph Ato Forson**
School of Business
9. **Dr. Rosemary Quarcoo**
Faculty of Applied Health Sciences
and Home Economics
10. **Dr. Ephrem Kwaku Kwaa-Aidoo**
Faculty of Science Education

11. **Dr. Philip Siaw Kissi**
Directorate of Research, Innovation
and Development
 12. **Mr. Kwesi Aggrey**
School of Communication and Media
Studies
 13. **Mr. Kizito K. E Ackom**
Centre for International Programmes/
Secretary
- Co-opted members**
14. **Prof. Charles K. Assuah**
Centre for International Programmes

15. **Prof. Alexander Edwards**
Institute for Educational Research and
Innovation Studies
16. **Dr. Ishmael Hlovor**
Faculty of Social Sciences Education
17. **Mr. Eric Sekyere Appiah**
Department of Publishing and Web
Development

Special thanks go to the university management, including the Vice-Chancellor and Pro-Vice-Chancellor, and the Acting Registrar for their leadership and support throughout this process. We also appreciate the contributions of all Principals, Deans, Heads of Departments, and faculty members who provided valuable input and feedback. Finally, we thank the entire UEW community for their commitment to advancing the university's research mission. This agenda reflects our collective vision for enhancing UEW's research impact and visibility on both national and international stages. We are very grateful to Prof. Mrs Esther Yeboah Danso-Wiredu, Prof. Emmanuel Obed Acquah for reviewing the Research Agenda.

Prof. Kofi Adu-Boahen, PhD
Chairperson

Setting the Context for Research

The document sets forth a comprehensive research agenda aimed at efficiently regulating and directing research activities at UEW over the next five years. This agenda encompasses plans for fostering innovative research, ensuring compliance with regulations, and steering research activities towards impactful and meaningful outcomes. It is a roadmap that will shape the future of our university, involving all stakeholders in attaining visibility and internationalisation.

Introduction

Research is one of the core functions of a university, which complements other core functions: teaching and community service. A university serves as a hub for the generation of knowledge through research, the enduring record of knowledge through print and electronic publications, the dissemination of knowledge through teaching and publications, and the practical application of knowledge through consultancy and community service. The University of Education, Winneba (UEW) was established by the University of Education, Winneba Act, 2004 (Act 672) on May 14, 2004. It was originally established by PNDC Law 322 (1992) as the University College of Education of Winneba (UCEW) through the amalgamation of the following seven diploma-awarding institutions: the Specialist Training College, the Advanced Teacher Training College, the National Academy of Music – all located at Winneba; the School of Ghana Languages, Ajumako; College of Special Education, Mampong-Akwapim; St. Andrews Training College, Asante Mampong, and the Advanced Technical Teacher College, Kumasi. The university currently operates two campuses: Winneba and Ajumako, pursuant to Akenten Appiah-Menka University of Skills Training and Entrepreneurial Development Act, 2020 (Act 1026), that has granted autonomy to Kumasi and Mampong campuses.

Mission

To train competent professional teachers for all levels of education as well as conduct research, disseminate knowledge and contribute to educational policy and development.

Vision

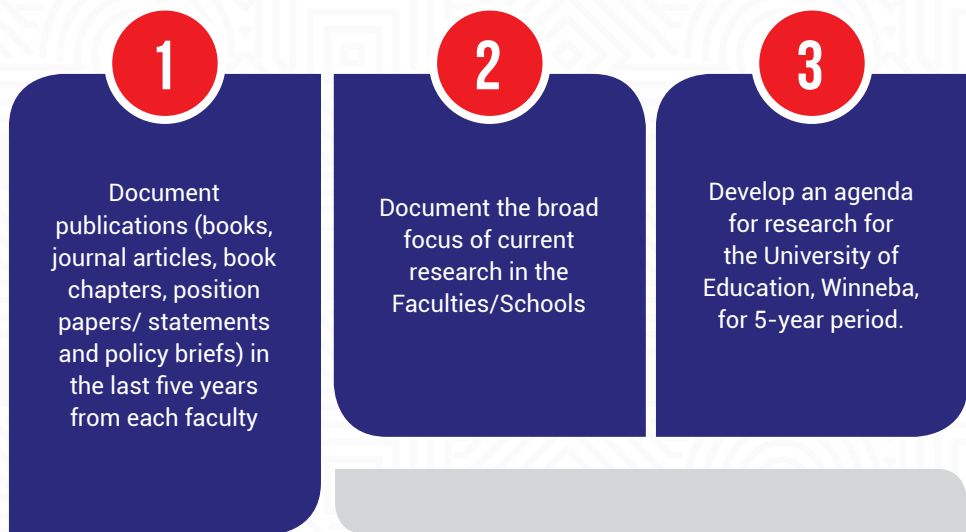
To be an internationally reputable institution for teacher education and research

The University of Education, Winneba is charged with the responsibility of producing professional educators to spearhead a new national vision of education. This vision is aimed at redirecting Ghana's efforts along the path of rapid economic and social development. The University of Education, Winneba, is not just a university but a beacon of hope for the future of Ghana. It is expected to play a leading role in the country's drive to produce scholars whose knowledge would be fully responsive to the realities and exigencies of contemporary Ghana and the West African sub-region. This ensures that the education system is not just theoretical but practical and relevant to the current needs of society. This document outlines the University of Education, Winneba's research agenda for the period 2024 to 2029. The agenda sets out the university's specific direction in terms of research and development for the next five years, a crucial roadmap for our future endeavours. UEW's Research Agenda focuses on five Signature Areas of Distinction. These Signature Areas offer a wide range of research opportunities that can be addressed through comprehensive and overarching research initiatives. Research agendas are crucial for shaping research activities for faculty, graduate, and undergraduate students. A well-defined research agenda assists a university in identifying research priorities and provides a clear framework for making decisions about future research activities.

The University of Education, Winneba, is committed to the pursuit of knowledge that transcends borders. We develop our research agenda by integrating insights from a variety of national and international documents. At the national level, the research agenda is drawn from documents such as the Ghana National Development Plan (NDP). At the international level, the research agenda is drawn from the Sustainable Development Goals (SDGs) 2030, among others. This integration ensures that our research is not only relevant locally but also contributes to global knowledge. The University of Education Winneba Corporate Strategic Plan (CSP) was the framework that guided

the development of the research agenda. The concept of sustainable development is holistic, entailing the careful balance of environmental, societal, and economic factors to achieve development and enhance the quality of life. Sustainability encompasses intergenerational equity, gender equity, social tolerance, environmental preservation and restoration, poverty eradication, and conservation of natural resources. An essential approach to achieving sustainable development involves enhancing the quality of basic research and reorienting existing research programs to address sustainable development.

Mandate of the Committee



Meetings Held

The Committee held twelve (12) meetings as follows:

1. 3rd April, 2024	4. 9th April 2024	7. 7th June 2024	10. 12th August 2024
2. 4th April, 2024	5. 15th April 2024	8. 9th July 2024	11. 13th August 2024
3. 8th April 2024	6. 16th May 2024	9. 23 July 2025	12. 3rd Sept. 2024

Research Agenda Setting

The University of Education, Winneba, strongly emphasises research as one of its primary functions. The university strives to conduct research that is relevant and contributes to regional and national development. In April 2024, a wide range of university stakeholders collaborated to establish the university's research agenda for the years 2024 to 2029 using a participatory bottom-up agenda-setting method. The Committee adopted the following processes to facilitate the discharge of their terms of reference:

1. Meeting with university management to introduce members and solicit support
2. Meeting with Deans and faculty members to introduce the Committee and its activities, share proposed processes of defining the research agenda, and solicit inputs that would help to define the research themes at the various Departments, Schools/Faculties and Colleges
3. Co-opting other members at the Faculty/School level to assist the Committee in the solicitation of inputs, synthesis of research areas of faculty members within the department, and development of departmental or sub-themes for defining the University's Research Agenda
4. Sending a letter through the Pro-Vice Chancellor to request their members to submit their list of publications (books, journal articles, book chapters, position statements and policy briefs), research areas and research grants
5. Adopting a bottom-up approach to define the research agenda, having in mind the world development agenda, university corporate strategic plan, and national development plan to enhance the University's chances of winning national and international research grants.
6. Regularly updating the Pro-Vice Chancellor about the Committee's activities through the Committee's Chairperson.
7. Sharing of the draft composite report with College and Faculty/School representatives for comments and inputs
8. Disseminating the outcome of the report with management of the University
9. Disseminating the outcome of the report with the faculty members (Winneba)
10. Disseminating the outcome of the report with the faculty members (Ajumako)

Key discoveries from engaging stakeholders and implications for executing the research agenda

Providing the Departments/Units with both technical and financial support is essential for successfully implementing the research agenda. The following resources and support are identified as crucial for ensuring the successful implementation of the Research Agenda.

Capacity Building

Enhancing faculty capacity within the various departments, units, and faculties necessitates implementing workshops focusing on

grant writing, undertaking research using traditional and action research methods, use of current educational software, project management, report writing, publication in reputable international peer-reviewed journals, knowledge exchange, and media engagements.

Research Culture

The academic staff at UEW currently engages minimally in scholarly research, resulting in low research productivity and visibility. To cultivate a strong research culture at UEW, it is essential to establish an organisational environment where research holds a prominent and active role among academics. As a result, UEW aims to foster an organisational culture that encourages research productivity, thereby improving its standing as a research-focused university and its role in national development through research.

Mentorship and Mentoring Club

Mentorship by professors of young academics is not just a role but a transformative journey that plays a crucial role in shaping the next generation of scholars and researchers. The role of a professor as a mentor is multifaceted and goes beyond simply imparting knowledge. They serve as role models, advisors, and advocates for their mentees, playing a crucial part in shaping the future of academia and research. It is proposed that faculties should assign young academics in the rank of Assistant lecturers to Lecturers and their analogous to experienced personnel. It is hoped that these personnel will perform the following roles and any other roles ideal for such position;

Knowledge Transfer:

- » Professors share specialised knowledge and expertise in their field
- » They guide young academics through complex theories and methodologies

- » Mentors help mentees navigate the current state of research in their discipline

Research Skills Development:

- » Teaching proper research techniques and methodologies
- » Guiding mentees in formulating research questions and hypotheses
- » Assisting with experimental design and data analysis
- » Helping mentees develop critical thinking and analytical skills

Academic Writing and Publication:

- » Providing feedback on academic writing style and structure
- » Guiding mentees through the publication process
- » Co-authoring papers to help mentees gain experience and recognition
- » Teaching the importance of academic integrity and proper citation

Networking and Professional Development:

- » Introducing mentees to other scholars and professionals in the field
- » Recommending conferences and workshops for attendance
- » Advising on joining professional associations and societies
- » Providing letters of recommendation for jobs, grants, and further education

Career Guidance:

- » Offering insights into various career paths within academia and beyond
- » Advising on job market strategies and application processes
- » Helping mentees set realistic career goals and create action plans

- » Providing moral support during challenging times
- » Offering constructive feedback and encouragement
- » Helping mentees develop resilience and perseverance in face of setbacks

Grant Writing and Funding:

- » Teaching the art of grant writing and proposal development
- » Guiding mentees in identifying funding opportunities
- » Collaborating on grant applications

Teaching and Pedagogy:

- » Sharing teaching techniques and best practices
- » Providing opportunities for mentees to gain teaching experience
- » Offering feedback on lesson plans and teaching style

Leadership Development:

- » Nurturing leadership skills in mentees
- » Providing opportunities for mentees to take on leadership roles in research projects or academic committees
- » Promoting inclusivity and diversity in academic environments
- » Helping mentees navigate cultural differences in global academic settings

Research Funding

The lack of research resources remains the primary obstacle to conducting research activities. Limited funds have greatly compromised researchers' ability to perform high-quality research. The university needs to allocate a research grant scheme for staff to conduct research. A conducive research environment includes the availability of research funds, equipment and facilities,

research training, libraries and resources. While the small grant scheme is still useful, there is a need to enhance the ability to access more resources for larger research projects. The committee proposes a research funding structure in this format.

A. Small Grant: These are small research proposals with the budget of up to GHC 50,000.00.

B. Medium Grant: These are medium and multi-disciplinary research proposals with the budget up to GHC 100,000.00

C. Large Grant: These are large scale, multi-disciplinary, inter-faculty and inter-university with the potential to influence national policy, development and transformational needs. The budget is up to GHC 200,000.00

Multidisciplinary/ Transdisciplinary/ Collaborative Research and Resources

Collaborative research entails the engagement of researchers to address intricate community challenges. Such collaboration can occur externally, involving a university's academic unit and an external entity, or internally, involving multiple academic units within the university. Numerous benefits have been attributed to collaborative research, including the successful transfer of knowledge and skills, as well as the sharing of experiences, perspectives, and ideas. These exchanges can stimulate creativity and broaden knowledge in ways that may not be realized through individual research endeavours. Conducting research and sharing findings require significant investments in core facilities. These facilities provide access to advanced technologies, expert consultation, and other services to scientific investigators. They offer a range of services, including systematic analysis and data processing using specialised instrumentation, as well

as expert advice on experimental design and evaluation. In order to support faculty effectively, it is important to ensure that they have access to essential resources such as reliable internet connectivity, computers, and subscriptions to scholarly databases (such as Elsevier, Emerald, Taylor and Francis, Sage, Springer, etc.), software for data analysis, and fully functional department/unit laboratories. The university encourages faculties to expand their research scope, involving members from various faculties to seek funding for multidisciplinary research. This will lead to broader dissemination of research findings.

Publication and Dissemination of Research Output

The University of Education, Winneba (UEW), has seen a noticeable increase in the number of publications produced by its academic staff. This is evident from the annual publication count and review of staff publications on reputable databases. UEW is committed to improving the visibility and accessibility of its research output in order to enhance its standing within the research community. To achieve this, UEW needs to develop strategies to boost the research publication output among its academic staff. By doing so, the university can increase its visibility and gain international recognition. The committee, therefore, proposed a structure and database for the dissemination of publications. We propose that Faculty members are encourage to publish in reputable databases to improve the ranking of the university in global scene. Examples of these reputable databases are:

- » Web of Science
- » EBSCO HOST
- » Science Citation Index
- » Medline
- » Arts and Humanities Citation Index
- » Social Sciences Citation Index
- » DRID Indexed Journals
- » Any other relevant scholarly journals shall be considered on the basis that it is accredited as one of the locally/ institutionally certified journals by the DRID.

The University management should establish a formal award scheme to recognise Faculty members who demonstrate exceptional academic contributions by publishing in high-impact, peer-reviewed journals. Specifically, Faculty members who succeed in publishing a minimum of three papers in such prestigious journals should be acknowledged through both certificates of merit and financial awards. This initiative would not only incentivise high-quality research but also enhance the University's academic standing and promote a culture of scholarly excellence. Plagiarism checks should be conducted on documents submitted by staff for promotion to ensure an evidence-based assessment.

- » DOAJ
- » AJOL
- » Scopus
- » ERIC
- » PUBMED

Integration of Graduate Research and Teaching

Integrating newly generated research knowledge with educational instruction has emerged as a crucial focus area requiring immediate attention, especially given the heightened emphasis on student learning activities, quality assurance processes, and institutional research funding within the higher education framework. The association between research and teaching is not inherently established, necessitating formalized mechanisms within the University to foster a productive

correlation and effectively oversee the research endeavours of faculty members with teaching responsibilities. Consequently, we propose the alignment of postgraduate research initiatives within the respective department and faculties with the designated key research domains outlined by the department, school, unit, or faculty, thereby propelling research endeavours and fostering innovation. Graduate students should be introduced of current software in undertaking research to influence their skills in data collection and analysis.

The Five-year Research Agenda in Focus

The five-year research agenda of the university outlines the strategic vision and goals for research activities over the next five years. It includes the university's key focus areas, research priorities, and initiatives aimed at driving innovation, addressing societal challenges, and advancing knowledge in various fields. The University of Education, Winneba is committed to fostering interdisciplinary collaboration, securing research funding, and establishing partnerships with industry and other institutions. This document serves as a roadmap for guiding and aligning research efforts to achieve significant outcomes and

impact. The university's management plays a crucial role in facilitating the advancement of knowledge by fostering interdisciplinary research and widespread dissemination of findings. It is imperative for management to be deliberate in allocating the necessary resources to support these endeavours. This includes providing funding, access to research facilities, and encouraging collaboration across different academic disciplines. By doing so, the university can create an environment where innovative and impactful research flourishes, and where the benefits of this research can reach broader audience.



Theme	Key Milestones	Measurement of Key Milestones	Year One	Year Two	Year Three	Year Four	Year Five	Responsibility
Innovation, Technology & Entrepreneurship	Seminar and workshop on the research agenda at the faculties Research in departments, units and Centres focuses on thematic areas.	Admission of postgraduate students to research relating to Faculty agenda Faculty members Publishing in reputable journals and databases Winning of grants by faculty members	✓	✓	✓	✓	✓	Vice-chancellor, Pro-Vice-chancellor, Finance Officer, Dean of Faculty, Dean of Graduate School, Director DRID, Director IERIS, Heads of Departments, Postgraduate coordinators
Education, Development & Research	Research in departments, units and Centres focuses on thematic areas.	Admission of postgraduate students to research relating to Faculty agenda Faculty members Publishing in reputable journals and databases Winning of grants by faculty members	✓	✓	✓	✓	✓	Vice-chancellor, Pro-Vice-chancellor, Finance Officer, Dean of Faculty, Dean of Graduate School, Directors DRID, EIRIS, Heads of Departments Postgraduate coordinators
Policy, Leadership, Governance & Infrastructure	Research in departments, units and Centres focuses on thematic areas	Admission of postgraduate students to research relating to Faculty agenda Faculty members Publishing in reputable journals and databases. Winning of large/ huge grants by faculty members	✓	✓	✓	✓	✓	Vice-chancellor, Pro-Vice-chancellor, Finance Officer, Dean of Faculty, Dean of Graduate School, Directors DRID, EIRIS, Heads of Departments Postgraduate coordinators

Theme	Key Milestones	Measurement of Key Milestones	Year One	Year Two	Year Three	Year Four	Year Five	Responsibility
Culture, Diversity, Family & Communication	Research in departments, units and Centres focuses on thematic areas.	Admission of postgraduate students to research relating to Faculty agenda Faculty members Publishing in reputable journals and databases. Winning of grants by faculty members	✓	✓	✓	✓	✓	Vice-chancellor, Pro-Vice-chancellor, Finance Officer, Dean of Faculty, Dean of Graduate School, Directors DRID, EIRIS, Heads of Departments Postgraduate coordinators
Health, Environment, Safety & Sustainability	Research in departments, units and Centres focuses on thematic areas	Admission of postgraduate students to research relating to Faculty agenda Faculty members Publishing reputable journals and databases. Winning of grants by faculty members	✓	✓	✓	✓	✓	Vice-chancellor, Pro-Vice-chancellor, Finance Officer, Dean of Faculty, Dean of Graduate School, Directors DRID, EIRIS, Heads of Departments Postgraduate coordinators

Agenda for Implementation Activities and Timelines

To ensure the successful implementation of the Research Agenda, it is crucial to establish a framework of activities and associated timelines to guide departments and units. Fundamentally, the research support grants provided by DRID should align with this Agenda. The activities listed below will serve as an implementation guide for departments, units, faculties, schools, and colleges.

Activity	Responsible Officers	Timelines
Admit postgraduate students (MPhil and PhD) to research themes within the department Centers, Unit and Faculties.	Directors (HOD level) / HODs	Beginning of the 2025 academic year
Enhance the existing research seminars at the department or school level and faculties, where various departments or units can showcase their research themes.	Deans and HODs	Beginning of the 2025 academic year
Create and share a list of journals for publications	Directors of DRID and Quality Assurance	Beginning of the 2025 academic year
Constitute an annual committee for monitoring and evaluation on an ad-hoc basis to review the progress of research agenda implementation.	Directors of DRID, IERIS, Quality Assurance, Deans of Faculties, Dean of Graduate School, and HODs.	Beginning of the 2025 academic year
Formation of research partnerships within and outside of the University	Directors DRID and IERIS	Beginning of the 2025 academic year
Submission of progress reports by centres, departments and faculties'	Director DRID, Director IERIS, Deans of Faculties and HoDs	Beginning of the 2025 academic year
Final evaluation of the research agenda	DRID Director, Director IERIS, Deans and HoDs	five months to the expiration of this research agenda



The Five Thematic Areas



INNOVATION, TECHNOLOGY, AND ENTREPRENEURSHIP

Introduction

The interconnection between innovation, technology, and entrepreneurship has become increasingly significant in driving economic growth, societal progress, and scientific discovery. Universities, as hubs of knowledge creation and dissemination, is uniquely positioned to explore and advance these fields. This research agenda aims to outline the key areas where focused research can generate impactful outcomes, foster interdisciplinary collaboration, and contribute to a dynamic ecosystem that supports creativity, progress, and sustainable development.

Thematic Areas

Innovation and Technological Advancements

Innovation and technological advancements are pivotal in addressing contemporary global challenges and driving progress across various sectors. Universities, as centers of research and education, play a critical role in fostering innovation and developing cutting-edge technologies. This thematic area of the research agenda aims to explore and promote breakthroughs that can lead to significant societal and economic impacts.

Objective: To explore cutting-edge innovations and technological developments that address global challenges and drive economic growth.

Key Focus Areas:

Artificial Intelligence and Machine Learning

- » Applications of AI in healthcare, finance, manufacturing, and other sectors.
- » Ethical considerations and responsible AI practices.
- » AI-driven decision-making and automation.

Smart Technologies and the Internet of Things (IoT)

- » Smart city technologies and urban infrastructure.
- » IoT applications in healthcare, agriculture, and manufacturing.
- » Data security and privacy in IoT ecosystems.

Innovation in Education

Innovation in education is essential for enhancing learning outcomes, increasing accessibility, and preparing students for the future. As technology continues to evolve, it offers new opportunities for transforming educational practices. This research agenda aims to explore and develop innovative educational methodologies, tools, and strategies to improve the effectiveness, engagement, and inclusiveness of education at all levels.

Objective: To enhance educational practices through innovative methods and technologies, making learning more effective,

engaging, and accessible.

Key Focus Areas:

Educational Technologies

- » Online learning platforms and virtual classrooms.
- » Virtual reality (VR) and augmented reality (AR) in education.
- » Adaptive learning systems that tailor educational content to individual students' needs.
- » Artificial intelligence (AI) in educational assessment and feedback.

Pedagogical Innovations

- » Inquiry-based and project-based learning.
- » Flipped classroom models and blended learning.
- » Game-based learning.
- » Collaborative and peer-to-peer learning strategies.

STEM Education

- » Integration of real-world problem-solving in STEM curricula.
- » Development of hands-on and experiential learning opportunities.
- » Encouraging diversity and inclusion in STEM fields.
- » Use of robotics and coding in early education.

Equity and Accessibility in Education

- » Technology solutions for students with disabilities.
- » Strategies for addressing the digital

- » divide in education.
- » Inclusive teaching practices and culturally responsive pedagogy.
- » Open educational resources (OER) and their impact on educational equity.

Teacher Training and Professional Development

- » Continuous professional development using online platforms and micro-credentialing.
- » Training teachers to effectively integrate technology into their classrooms.
- » Collaborative professional learning communities.
- » Mentorship and coaching models for teacher development.

Entrepreneurship and Commercialization

Entrepreneurship and commercialization are vital for translating innovative ideas and research findings into tangible products and services that drive economic growth and societal impact. Universities play a critical role in fostering an entrepreneurial mindset and supporting the commercialization of research through various programs and initiatives. This research agenda aims to explore and enhance the university's role in promoting entrepreneurship and facilitating the successful commercialization of innovations.

Objective: To foster an entrepreneurial mindset and support the commercialization of innovative ideas, driving economic growth and societal impact.

Key Focus Areas:

Innovation-Driven Entrepreneurship

- » Identification and evaluation of market opportunities for new technologies.
- » Business model innovation and development.
- » Entrepreneurship education and training programs.
- » Role of incubators and accelerators in supporting start-ups.

Technology Transfer and Commercialization

- » Best practices in technology transfer offices (TTOs) and their impact on commercialization.
- » Strategies for protecting intellectual property (IP) and managing patents.
- » Models for university-industry collaboration and partnerships.
- » Case studies of successful commercialization efforts and spin-off companies.

Start-up Ecosystems and Support Networks

- » Key elements of successful start-up ecosystems, including funding, mentorship, and networking opportunities.
- » Role of venture capital, angel investors, and crowdfunding in supporting start-ups.
- » Impact of government policies and regulations on start-up development.
- » Strategies for fostering inclusive and diverse entrepreneurial ecosystems.

Social Entrepreneurship

- » Development and evaluation of social business models.
- » Impact measurement and assessment of social ventures.
- » Role of social enterprises in community development and sustainability.
- » Support mechanisms for social entrepreneurs, including funding and mentorship.

Economic and Societal Impact of Entrepreneurship

- » Economic contributions of start-ups and small businesses.
- » Job creation and workforce development through entrepreneurship.
- » Societal benefits of innovative products and services.
- » Long-term sustainability and growth of entrepreneurial ventures.

Conclusion

The thematic areas aim to position the university at the forefront of innovation, technology, and entrepreneurship. Thus, the university can contribute to significant advancements in knowledge, foster a culture of creativity and innovation, and drive positive economic and societal impact.





EDUCATION, DEVELOPMENT, AND RESEARCH

Introduction

Education is the benchmark for the advancement of societal and individual growth. It instills in the individual the sense of creativity, capabilities, critical thinking and the requisite knowledge and skills needed to navigate through changing realities in the world. As a key focus of synergy for both societal and economic development as well as towards National advancement, Education is the thriving academic resource that contribute to educational goals such as individual well-being, personal growth,

psychological resilience, youth development, educational relationships with inclusion and equity through robust social-emotional supports and innovativeness. It also upholds social justices and promote multicultural movement. Successively, research serves as the propulsion catalyst towards educational advancement and life-long learning. These three pathways; education, research and development harness innovation, creativity, and values that can unravel the full competences and experiences of individuals and also meet global standards. The relational roles of education, research and development foster

Strong correlation for Teacher Education to nurture and grow Faculty members, graduate students and research assistants to unearth their potentials in the field of work and influence modernism.

Thematic Areas

Individual and Youth Development

This theme focuses on enhancing the overall well-being and personal growth of individuals, particularly the youth. It emphasizes building psychological resilience, promoting personal development, and providing social-emotional supports to create a nurturing environment conducive to individual and youth development. It also focuses on prioritising diverse opportunities that will develop in individuals and youth the capacity to explore human capital outcomes that will help them contribute to good societal decisions.

Objective: The objective is to develop comprehensive strategies and interventions that support the mental and emotional health of individuals, foster personal growth, and empower youth to navigate life's challenges with resilience and confidence.

Key focus areas

- » Individual Well-being
- » Personal Development
- » Psychological Resilience
- » Youth Development
- » Social-Emotional Supports
- » Educational Practices and Policies

Educational Practices and Policies

This theme aims to improve educational practices through inclusive, equitable, and innovative approaches. It encompasses the development of teachers, the implementation of effective educational policies, and the creation of curricula that support diverse educational learning needs, traditions and policies that are transformative.

Objective: The objective is to foster an inclusive and equitable educational environment by enhancing teacher competencies, educational policies, practices, and implementing robust curriculum that promotes in learners 21st century pedagogies that reflect diverse traditions and innovative teaching methods.

Key focus areas

- » Educational Relationships
- » Educational Tradition
- » Educational Inclusion
- » Educational Equity
- » Teacher Development
- » Teacher Training
- » Educational Policy
- » Curriculum Development
- » Integrated Teaching
- » Critical Pedagogy

Higher Education and Research

This theme focuses on advancing higher education and research by supporting graduate programmes, enhancing Faculty development, and promoting effective research practices. It aims to create a robust research environment through adequate funding, mentorship, and collaborative partnerships and mentoring processes.

Objective: The objective is to cultivate a thriving academic and research community through Graduate education, and Faculty development, ensuring effective research practices, partnerships and mentorship.

Key focus areas

- » Graduate Programmes and Support
- » Faculty Development and Workload
- » Research Funding and Efficiency
- » Research Documentation and Dissemination
- » Research Partnerships and Mentorship

School and Resource Management

This theme is dedicated to improving school and resource management to ensure efficient and effective operations of educational institutions. It emphasises the importance of leadership, supervision, resource acquisition, and programme evaluation to enhance the overall educational environment.

Objective: The objective is to ensure that educational institutions are well-managed and adequately resourced, with strong leadership and effective supervision, to create a conducive learning environment and support student success. It is also to ensure quality systems such as proactive maintenance culture, robust resource management and varied needs assessments that can harness educational development.

Key focus areas

- » Resource Management
- » Resource Acquisition
- » School Management
- » Educational Supervision
- » Needs Assessment
- » School Enhancement

- » School Leadership
- » Programme Evaluation
- » Sports Training
- » Physical Education
- » Sports Economics

Inclusive and Multicultural Education

This theme promotes inclusivity and diversity within educational settings by addressing the needs of special education, fostering multicultural understanding, and integrating arts into the curriculum. It aims to create an inclusive environment that respects and celebrates diverse backgrounds and abilities.

Objective: The objective is to develop educational practices that accommodate diverse learning needs, promote multicultural awareness, and integrate the arts of fostering inclusive and enriching educational experiences for all students.

Key focus areas

- » Special Needs Education
- » Special Education
- » Inclusive Physical Activity
- » Multicultural Education
- » Public Art & Space
- » Interdisciplinary Approaches
- » Arts Development
- » Arts Advocacy
- » Inclusivity in Arts

POLICY, LEADERSHIP, GOVERNANCE & INFRASTRUCTURE

Introduction

In the evolving landscape of educational administration, the effective management of schools and educational organizations requires a nuanced understanding of several interconnected domains. The critical role of managerial discretion and the influence of organizational politics and policies in shaping educational outcomes is paramount. It emphasizes the importance of conducting needs analyses for school improvement, while also considering the impact of school leadership within a framework of

cultural relativism. Engaging with education stakeholders and harnessing technology leadership are pivotal for advancing institutional goals. Additionally, the implementation and evaluation of policies, navigating leadership challenges in diverse environments, and maintaining governance integrity and ethical standards are essential for fostering resilience and sustainability. The integration of policy innovation and technology further underscores the necessity of adaptability and forward-thinking in contemporary educational settings.

Thematic Areas

Strategic Leadership, Organisational Dynamics, Cultural Diversity, and Technological Advancements

In higher education, the interplay between organisational politics and policies significantly impacts institutional effectiveness and advancement. Understanding these dynamics is crucial for fostering inclusive and equitable educational practices. Additionally, the role of policy innovation and technological integration emerges as a driving force for institutional progress, highlighting the need for adaptive strategies that align with evolving educational demands and technological advancements. Together, these elements underscore the importance of strategic leadership in shaping a responsive and forward-looking higher education landscape.

Objective: To explore how school leadership, informed by cultural relativism, navigates complex leadership challenges within diverse academic environments.

Key Focus Areas:

Strategic Leadership and Organisational Dynamics

- » Making informed decisions based on data and balancing the needs of various stakeholders.
- » Managing change by implementing strategies that adapt to shifting environments and engaging with various stakeholders.
- » Understanding and optimizing the organisational structure and processes.

Cultural Diversity, and Technological Advancements

- » Enriching the academic environment by bringing various perspectives, experiences, and ideas.

- » Learning environment where individuals from different backgrounds feel valued and represented.
- » Developing curricula that reflect diverse perspectives.
- » Recruiting and retaining a diverse faculty and student body through targeted outreach.
- » Establishing support services such as multicultural centres, diversity offices, and language assistance programmes.
- » Online learning platforms and digital resources.
- » Advanced data analytics and learning management systems (LMS).

Education Stakeholder Engagement, Governance Integrity, and Ethical Standards

Effective educational institutions rely heavily on robust stakeholder engagement, governance integrity, and adherence to ethical standards to thrive and evolve. Engaging education stakeholders, such as students, parents, faculty, and community members, is crucial for fostering a collaborative environment and ensuring that diverse perspectives shape institutional policies and practices. Concurrently, maintaining governance integrity and upholding high ethical standards are foundational to building trust and accountability within educational settings.

Objective: To examine how some elements intersect to create a transparent and equitable framework supporting institutional excellence and promoting ethical leadership and inclusive decision-making.

Key Focus Areas

Education Stakeholder Engagement

- » **Students are the** primary beneficiaries of educational systems.
- » **Parents and Guardians** play a crucial role in supporting student learning.
- » **Teachers and Faculty** are directly involved in the delivery of education and the implementation of curricula.
- » **School Administrators** are responsible for decision-making and policy implementation.

Governance Integrity, and Ethical Standards

- » Decisions and processes should be open and clear to stakeholders.
- » Leaders must be accountable for their actions and decisions.
- » Governance practices should be fair and equitable.
- » Individuals should be treated with respect and dignity, regardless of their background, position, or opinion.
- » Leaders should act with honesty and integrity in all dealings.
- » All individuals should be given equal opportunities based on merit.

Needs Analysis for School Improvement, Infrastructure Resilience and Sustainability Practices

In the pursuit of enhancing educational outcomes, a comprehensive needs analysis for school improvement serves as a vital tool for identifying areas of development and prioritising strategic interventions. Equally important is the focus on infrastructure resilience and sustainability practices, which ensures that educational facilities are capable of withstanding various challenges

and aligned with environmental stewardship. Together, these elements underscore the importance of a holistic approach to school development that supports both immediate needs and long-term sustainability.

Objective: To integrate critical components, highlighting how a thorough needs assessment can guide targeted improvements while incorporating sustainable practices to build robust, future-ready learning environments.

Key Focus Areas

Needs Analysis for School Improvement

- » Involve a diverse group of stakeholders in the needs analysis process.
- » Utilise a mix of quantitative and qualitative data to get a well-rounded view of schools' needs.
- » Needs analysis should be an ongoing process rather than a one-time event.

Infrastructure Resilience and Sustainability Practices

- » Buildings should be designed with durable materials, energy-efficient lighting, heating, and cooling systems.
- » Managing water resources efficiently includes water-saving fixtures, rainwater harvesting systems, and drought-resistant landscaping.
- » Sustainable building materials, such as recycled or low-impact materials, ensure proper insulation and reduce the carbon footprint of construction projects.



CULTURE, DIVERSITY, FAMILY & COMMUNICATION

Introduction

As a University with the mandate of training competent professional teachers at all levels of education, we are committed to holistic education that fosters individual and national development. Through these interconnected aspects that shape human experience, the theme on culture, diversity, family, language and communication is one that cuts across a number of faculties in the university. We present highlights on what goes into the theme, indicating how these elements create a rich tapestry of human

interaction and understanding. Exploring their dynamic interplay in the various fields of study allows for greater appreciation of the complexity within societies around the world.

Culture and Diversity

Culture encompasses the beliefs, customs, and traditions of a particular group, influencing their values and behaviours. Diversity acknowledges the variety of cultural backgrounds of peoples living within a society, fostering understanding and tolerance. This complex and multifaceted aspect of an individual's sense of self and

others enhances self-awareness; promoting mutual respect among diverse groups. This is achieved through appreciating the richness of human diversity, encouraging cross-cultural communication, bridging social divides, and ultimately contributing to a more inclusive society for a more vibrant and harmonious society for everyone to thrive in.

Key focus areas

- » Cultural Identity, Diversity and Performance
- » Cultural Policy and Management
- » Global and Cultural Perspectives
- » Cultural Expressions
- » Cultural Diplomacy
- » Cultural Conflicts and Negotiation
- » Cultural Identity and Performance
- » Cultural studies / multicultural literary pedagogy
- » Culturally Sensitive Interventions in Abuse and Vulnerabilities
- » School and Tradition: Impact on School Dynamics and Cultural Inclusivity

Language, Literature

Language education generally is a field that explores the structure, history, and use of human language. It encompasses a wide range of disciplines including linguistics, sociolinguistics, psycholinguistics, and applied linguistics. It also involves the study of literature which studies written or oral expressions of human thoughts, emotions, and experiences. Literature encompasses a rich tapestry of genres that include poetry, fiction, drama, and non-fiction. The study of language provides insight into the complexities of communication and the role of language in shaping culture and identity. By analysing different aspects of language such as phonetics, phonology, morphology,

syntax, and semantics researchers gain a deeper understanding of how languages evolve and vary across different regions and communities. Language studies also play a crucial role in language preservation efforts and in promoting multilingualism in an increasingly globalized world.

Key focus areas

- » Indigenous Ghanaian Languages and Foreign Languages
- » Core and Applied Linguistics
- » Pedagogy
- » Literature
- » Translation

Communication, Media and Journalism

Communication, media, and journalism play a vital role in shaping the way information is disseminated and consumed in society. The three fields are interconnected, as communication serves as the foundation for both media and journalism. Through various platforms such as print, broadcast, and digital media, journalists are able to effectively communicate information in the forms of news to the public. The evolution of technology has also impacted these fields, allowing for more dynamic forms of communication and storytelling. In today's fast-paced world, understanding the impact of communication, media, and journalism is crucial in order to navigate through the vast array of information available to us.

Key focus areas

- » Strategic and Corporate Communications
- » Journalism and Digital Media Technologies
- » Communication for Development in Rural and Urban Communities and the Informal Economy

- » Instructional Pedagogy and Technical Writing
- » Communication Education Research and Professional Development

Family

Family is the cornerstone of our lives, providing us with love, support, and a sense of belonging. It is where we learn about values, traditions, and how to navigate through life's challenges. It is our family members that we turn to in times of joy and sorrow, and they shape who we are as individuals. Whether through blood or choice, our families play a crucial role in shaping our identities and influencing our perspectives on the world. Family provides us with a sense of security and stability, creating a safe space where we can grow and thrive. In essence, family is at the heart of everything we do.

Key focus areas

- » Family Studies
- » Family Relationship
- » Family Resources Management
- » Family Life Transitions/Patterns
- » Infertility in the Family

Gender

Gender studies is an interdisciplinary field that critically examines the social construction of gender, sexuality, and identity. Through a multifaceted lens, it explores how these constructs intersect with race, class, and culture to shape individuals' experiences. By analysing power dynamics and historical context, gender studies seeks to challenge traditional norms and advocate for equality and social justice. This dynamic field also delves into the complexities of gender representation in media, politics, governance, and everyday life. As society continues to grapple with issues of gender inequality and discrimination, gender studies provides crucial insights for fostering inclusivity and understanding diverse perspectives.

Key focus areas

- » Gender and social equality and equity
- » Gender and aging issues in physical activity and sports
- » Gender-based violence





HEALTH, ENVIRONMENT, SAFETY & SUSTAINABILITY

Introduction

The theme aims at promoting a healthy human populations and society within the context of changing environment, social structures and social impacts. The theme explores the interconnected issues of health, environment and sustainable development. Improving human health through sound health, environment and sustainability research is key to attaining the global objectives set out in the Sustainable Development Goals 3, 6, 7, 11, 12, 13 & 15. In view of the multidiscipline nature of this

theme, the University intends to leverage on its diverse disciplines to encourage research that promote well-being, environmental stewardship, and sustainable development through interdisciplinary approaches and perspectives. Thus, the goal is to undertake research that provides innovative approaches and solutions leading to general improvement in well-being and resilience in Ghana, Africa and the world in the face of environmental changes and societal impacts.

Objective: This research theme aims at producing research that addresses the challenges at the intersection of public

health, environmental protection, safety and economic management, ensuring that sustainable practices are incorporated into both community health, environmental management and economic management.

Thematic Areas

Environmental Health and Sustainability Development

Management of natural resources is crucial to sustainable development. With increasing pressure on environmental resources due to industrial processes and increasing global population, the need to strike a balance between human activities and natural environment is imperative. The inseparability of environmental health and sustainability calls for integrated approaches to research that provide holistic solutions to natural resource management that provide pathways to sustainability. This is in line with SDG 3, 6, 11, 13, and 15. Staff of UEW would focus on research that addresses the interrelated fields of environmental health and sustainability.

Key focus areas

Environmental Conflict, Migration and integration

- » Analysis of causes and impact of environmental conflicts
- » Environmental conflict resolution and policy implications
- » Community engagement and approaches to mitigating environment conflicts
- » Assess environmental induced migration and integration of environmental migrants
- » Environmental conflicts and just transitions

Technology and Waste Management

- » Innovative technologies for waste management
- » Policies and practices for effective waste management
- » Environmental and health impacts of waste management
- » Community engagement and approaches to waste management

Transportation and Sustainable Housing

- » Urban transport planning and development
- » Design and implementation of eco-friendly housing solutions
- » Resource management and energy efficiency in housing
- » Impact of sustainable housing on community health and well-being

Mental Health and Therapeutic Interventions

Mental health is an important challenge in many societies in developing countries like Ghana, not much attention has been paid to the practice and research of mental health. Research is crucial to providing insights that lead to improvements in psychological well-being, addressing mental health disorders, and enhancing overall quality of life. UEW aims at being hub for innovative research that improves treatment and management of mental health through integrated approaches from creative arts, psychology and health sciences. This aligns with SDG 3.

Key focus areas

Therapeutic Play and Mental health

- » The role of therapeutic play in improving mental health in children and adolescents
- » The integration of therapeutic play with other mental health practices
- » Innovations and emerging trends in therapeutic research and practices
- » Specific cases and outcomes of therapeutic play interventions
- » Approaches and issues in the training and development of therapeutic play professionals

Trauma and Trauma Therapy

- » Understanding trauma from various perspectives
- » Techniques and efficacy of trauma interventions
- » Support systems and resources for trauma survivors
- » Long-term outcomes of trauma therapy

Drugs and Substance Abuse

- » Assess the root causes of substance abuse
- » Prevention and treatment strategies for substance abuse
- » Societal impacts and rehabilitation programmes
- » Role of creative therapies in substance abuse recovery

Family Dynamics and Social Equity

The family remains an important unit of social life. In developing nations, the functioning of the family is important to social cohesion and human wellbeing. Issues of family are intertwined with social equity. Social equity focuses on issues of fairness and justice in relation to access to resources and opportunities across different social groups. UEW aims at providing research that focus on the interrelation between family life and social equity, which would aid in the attainment of SDGs 1, 2, 3, 6, 11, 16 and 17.

Key focus areas

Family life and Population Studies

- » Trends and changes in population demographics and their implications for families and society
- » Impact of family dynamics on individual and community well-being
- » Effectiveness and impact of policies and social programs on families and population well-being.
- » Trends and changes in family structures and their implications
- » Interventions to support healthy family dynamics

Transitions

- » Assessing social and psychological impacts of pensions and retirements on family and individual well being
- » Understanding and managing the aged
- » Coping mechanisms for family transitions such as divorce, relocation, and loss
- » Support systems and resources for families in transition
- » Impact of family transitions on mental health and well-being

Social Equity

- » Addressing disparities in health, education, and economic opportunities
- » Policies and practices promoting social equity and inclusion
- » Role of community engagement in advancing social equity
- » Gender and social inclusion

Nutrition, Physical Activity, and Lifestyle

Human wellbeing is influenced by issues of nutrition, physical activity and lifestyle. The ever-increasing cases of chronic diseases among the Ghanaian population calls for research that enhances understanding of the interconnections between nutrition, physical activity and lifestyle. Scholars at UEW would adopt a transdisciplinary approach to improving human health by engaging in research that connects nutrition, physical activity and lifestyle. This would provide valuable insights into effective strategies for promoting wellness and preventing chronic diseases.

Key focus areas

Food Safety and Food security

- » Production, transportation, distribution, food storage and preservation
- » Access to food among the poor
- » Ensuring the safety and quality of the food supply chain
- » Regulatory frameworks and practices for food safety
- » Public health implications of food safety

Nutrition and Nutrition Assessment

- » Social context of nutrition
- » Childhood and adolescent nutrition
- » Nutrition management for the aged
- » Methods and tools for evaluating nutritional status
- » Impact of nutrition on health and disease prevention
- » Strategies for improving nutritional assessment in various populations

Sports and Physical Activity

- » Technology and physical activity
- » Benefits of regular physical activity for health and well-being
- » Strategies for promoting active lifestyles in different demographics
- » Role of physical activity in preventing and managing chronic diseases

Sustainable Practices and Innovations

Resource depletion and environmental degradation have made the adoption of sustainable practices important to development. The adoption of technologies and practices that promote sustainability have become the norm and the only guarantee of human survival in the long term. Research is important to the innovations that promote sustainable development within the constraints of the natural environment. UEW would focus on research that promote innovations in the field of sustainability. The goal is to generate knowledge that helps in transitioning to more sustainable use of resources through practice, policy and innovations.

Key focus areas

- » Organic Agriculture
- » Innovations in organic agriculture
- » Techniques and benefits of organic farming practices
- » Community involvement in organic agriculture
- » Impact of organic agriculture on soil health and ecosystem services
- » Market trends and consumer perceptions of organic products

Circular Economy

- » Principles and practices of circular economy models
- » Innovations in recycling and waste reduction technologies
- » Economic and environmental impacts of circular economy practices

Green Chemistry

- » Development of sustainable chemical processes and products
- » Applications and benefits of green chemistry in various industries
- » Environmental and health impacts of green chemistry innovations

Economic management and Sustainable development

Prudent economic management is important to addressing hydra-headed economic challenges of most developing countries. Economic management is fundamental to fostering sustainable growth, ensuring stability, and improving the quality of life in societies. UEW aims at being hub for research that unpacks the dynamics of economic growth particularly in developing countries in order to develop innovation policies and solution that address issues of economic growth, poverty alleviation and sustainable development.

Key focus areas

Economic Resilience, Crisis Management and Post-Crisis Recovery

- » Assessing approaches for managing economic crises, such as financial recessions or pandemics
- » Strategies, policies and initiatives that helps in building economic resilience, including diversifying economic activities, strengthening supply chains, and fostering innovation.
- » Evaluate the role of government interventions, private sector contributions, and international support in revitalizing economies and promoting sustainable growth.

Inclusive Economic Development

- » Explore policies and initiatives aimed at reducing inequality and promoting inclusive economic growth.
- » Assess economic development strategies and interventions that empower marginalized groups, including women, minorities, and low-income communities.
- » Investigate approaches to promoting rural development

Sustainable Economic Practices

- » Explore practices and policies that integrate environmental sustainability with economic development goals.
- » Investigate the adoption of sustainable business practices, including resource efficiency, waste reduction, and environmental management.
- » Analyse how green practices contribute to long-term economic viability and environmental protection.

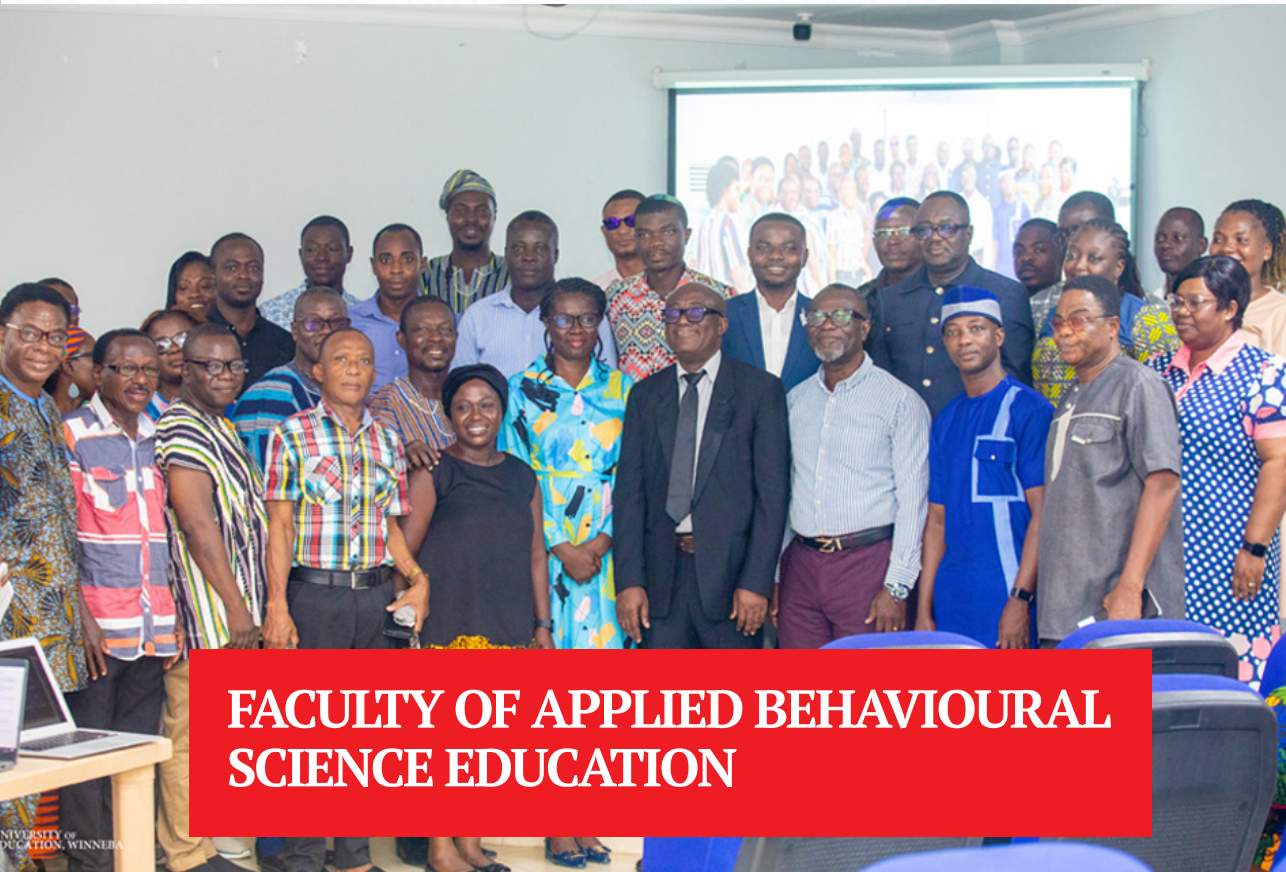
- » Explore the economic implications of resource management practices and their impact on economic development.
- » Examine how government policies, incentives, and regulations support environmental sustainability while fostering economic growth.

Innovation and Technology in Economic Development

- » Analyse the role of innovation and technology in driving economic growth and development.
- » Explore the role of digitization in fostering economic growth.
- » Analyse how startups and innovative enterprises drive economic growth and technological advancement.
- » Explore the opportunities and challenges associated with digital transformation, e-commerce, and online business models.



Current Research Focus of Faculties and Schools



FACULTY OF APPLIED BEHAVIOURAL SCIENCE EDUCATION

Brief History

The Faculty of Applied Behavioural Sciences in Education (FABSE) came to existence in 2023 to be the fore front for the professionalisation of graduates from the University of Education, Winneba and to provide academic leadership in innovative programmes and creative approaches to education. The faculty emanated from the split of the Faculty of Educational Studies which was established in 1994.

List of Departments, Units and Centers

» Department of Special Education

The department is made up of four (4) units and two (2) centres which are:

Units:

1. Education for the Hearing Impaired (EHI)
2. Education for the Visually Impaired (EVI)
3. Education for the Intellectually Disability (EID)
4. Community Based Rehabilitation and Disability Studies (CBRDS)

Centres

1. Centre for Speech and Hearing Services
2. Resource Centre for Students with Special Needs.

- » **Department of Early Childhood Education**
- » **Department of Counselling Psychology**

Vision

To become a pre-eminent faculty to improve the capacity of psychology profession, offering leadership in the teaching of Special Education and the training of high-quality early childhood professionals in Ghana and beyond.

Mission

To serve as a centre of excellence which will inculcate in its products the requisite academic professional skills and competencies, who will be innovative and reflective professionals in holistic education and practices and to employ modern technological methods for research, teaching and at all levels

Research Partnerships and Collaborations

List of research partnerships in the last five years

1. Memorandum of Understanding between Faculty of Educational Studies in the University of Education, Winneba and the University of Passau, Germany was signed on 9th August, 2023 for collaboration between the two institutions.
2. The memorandum of understanding (MOU) for a Model Early Childhood Experimental School was signed between Sabre Education and the University through the Faculty.

3. Memorandum of Understanding (MoU) between University of Education, Winneba (UEW) and the Right to Play International which was signed on Monday, 22nd June, 2020 to support UEW in the training of future teachers in different Faculties in the Colleges of Education. The Right to Play International was also to collaborate with UEW to improve the capacity of the tutors of Colleges of Education.

Exchange Programmes in the Faculty/Department (Staff and students)

The Faculty of Education Applied Behavioural Sciences in Education has exchange programme with the University of Hamburg, Germany - Diversity Context in Teacher Education, (DICOT) programme

The Faculty of Education Applied Behavioural Sciences in Education has exchange programme with the University of Hamburg, Germany - Tri-Continental Teacher Training (TTT) exchange programme.

RESEARCH FOCUS

- » Inclusive Education
- » Community-Based Rehabilitation
- » Disability Studies
- » Career and Workplace Counselling
- » Early Childhood Care and Development
- » Culture and diversity
- » Trauma
- » Technology Integration
- » Creativity in Counselling
- » Family dynamics
- » Ageing

- » Disability Counselling
- » Instructional Strategies and Interventions
- » Innovative Practices and Emerging Trends
- » Assessment and Progress Monitoring
- » Behavioural and Social-Emotional Supports

RESEARCH AGENDA

Workplace Counselling

Environment and Conflict

- » Examine the impact of organisational culture on employee well-being.
- » Develop conflict resolution strategies tailored to diverse workplace environments.

Stress and Individual Well-being

- » Investigate stress management interventions and their efficacy in workplace settings.
- » Explore the role of individual differences in stress perception and coping mechanisms.

Family Dynamics

- » Study the influence of work-life balance on family relationships and mental health.
- » Assess the effectiveness of family-inclusive workplace counselling programs.
- » Study the factors influencing career development and decision-making across the lifespan.
- » Develop interventions to support career adaptability and satisfaction.

Children

Play Therapy

- » Develop and evaluate innovative play therapy techniques for various childhood disorders.
- » Investigate the long-term effects of play therapy on child development and resilience.

Resilience and Psychopathology

- » Explore factors contributing to resilience in children facing adversity.
- » Study the early signs of psychopathology and effective early intervention strategies.

Cultural Diversity and Multiculturalism

Abuse and Vulnerabilities

- » Examine cultural factors influencing the prevalence and perception of abuse.
- » Develop culturally sensitive interventions for victims of abuse.

School and Tradition

- » Investigate the impact of cultural traditions on school dynamics and student mental health.
- » Study the role of school environments in fostering cultural inclusivity and psychological well-being.

Multicultural Counselling

- » Investigate the needs and challenges of multicultural counselling practices.
- » Develop culturally competent counselling techniques and training programmes.
- » Investigate the unique counselling needs in various contexts (e.g., rural, urban, different cultural settings).
- » Develop context-specific counselling strategies and programs.

Infertility in the Family

- » Explore psychological and cultural implications of infertility within diverse family structures.
- » Develop support mechanisms for individuals and families dealing with infertility.

Trauma

Psychological Responses

- » Study individual and familial psychological responses to trauma.
- » Investigate the role of spirituality in trauma recovery and resilience.

Interventions

- » Develop and assess trauma-informed counselling practices.
- » Explore the effectiveness of family-based interventions in trauma recovery.

Technology and Creativity

Online and E-Counselling

- » Investigate the efficacy and challenges of online counselling and tele-mental wellness services.
- » Explore the impact of technology on counselling practices and outcomes.

Addictions

- » Study technology-related addictions and effective counselling approaches.
- » Develop prevention and intervention programs for technology-induced mental health issues.

Art and Healing Play

- » Explore the therapeutic potential of art and play in counselling.
- » Study the role of creativity in enhancing motivation and curiosity in clients.

Human Life Span Development

Adolescents and Young Adults

- » Investigate the psychosocial development of adolescents and young adults.
- » Develop targeted interventions to support this age group's mental health and development.

Ageing

- » Study the psychological challenges and opportunities associated with ageing.
- » Develop counselling approaches to support the mental health and well-being of older adults.

Student-Teacher Dynamics

- » Examine the psychological impact of student-teacher relationships on academic and personal development.
- » Develop strategies to improve these dynamics for better educational outcomes.

Marital, Couple, and Family Relationships

- » Study the dynamics of couple and family relationships and their impact on individual well-being.
- » Develop interventions to strengthen marital and family bonds.

Community-Based Rehabilitation

Programme Effectiveness

- » Study the effectiveness of community-based rehabilitation programs in different cultural contexts.
- » Evaluate the long-term outcomes of community-based rehabilitation on individuals with disabilities.

Stakeholder Engagement

- » Investigate the role of community participation in the success of rehabilitation programmes.
- » Develop strategies to enhance collaboration between health, education, and social services.

Instructional Strategies and Interventions

Evidence-Based Practices

- » Investigate the effectiveness of various instructional strategies on student learning outcomes.
- » Develop and disseminate evidence-based teaching practices.

Intervention Programs

- » Study the impact of targeted intervention programs on academic achievement.
- » Develop and evaluate interventions for students with learning and behavioral challenges.

Behavioural and Social-Emotional Supports

Behaviour Management

- » Investigate effective behaviour management strategies in educational settings.

- » Develop interventions to support positive behaviour and social-emotional development.

Emotional Well-being

- » Study the impact of social-emotional learning programs on student well-being.
- » Develop supports to enhance emotional resilience and coping skills.

Inclusive Education

Access and Equity:

- » Investigate strategies to promote inclusive practices in mainstream educational settings.
- » Assess the impact of inclusive education on academic and social outcomes for students with disabilities.

Teacher Training and Development:

- » Develop and evaluate training programs for educators to implement inclusive teaching methods.
- » Explore the role of teacher attitudes and beliefs in the successful implementation of inclusive education.

Relationship of Faculty's/ Department's Research Agenda with the Sustainable Development Goals (SDGs), Corporate Strategic Plan (CSP) and National Development Plan (NDP).

Workplace Counselling

- » SDGs: Goal 3 (Good Health and Well-being), Goal 8 (Decent Work and Economic Growth)

- » Ghana National Development Plan: Enhances workplace health and productivity, supports mental health initiatives, and improves labor conditions.

Children

- » SDGs: Goal 3 (Good Health and Well-being), Goal 4 (Quality Education)
- » Ghana National Development Plan: Supports child development and mental health, ensuring a healthy start and quality education for children.

Cultural Diversity and Multiculturalism

- » SDGs: Goal 5 (Gender Equality), Goal 10 (Reduced Inequality)
- » Ghana National Development Plan: Encourages cultural inclusivity, gender equality, and support for vulnerable populations.

Trauma

- » SDGs: Goal 3 (Good Health and Well-being), Goal 16 (Peace, Justice, and Strong Institutions)
- » Ghana National Development Plan: This plan addresses mental health issues and supports trauma recovery, which is crucial for societal peace and well-being.

Technology and Creativity

- » SDGs: Goal 3 (Good Health and Well-being), Goal 9 (Industry, Innovation, and Infrastructure)
- » Ghana National Development Plan: Leverages technology for health services and supports creative industries.

Human Life Span Development

- » SDGs: Goal 3 (Good Health and Well-being), Goal 4 (Quality Education)
- » Ghana National Development Plan: Focuses on education and lifelong well-being.

Community-Based Rehabilitation

- » SDGs: Goal 3 (Good Health and Well-being), Goal 10 (Reduced Inequality)
- » Ghana National Development Plan: Supports community health initiatives and inclusive development for people with disabilities.

Instructional Strategies and Interventions

- » SDGs: Goal 4 (Quality Education)
- » Ghana National Development Plan: Improves educational outcomes and supports students with challenges.

Behavioural and Social-Emotional Supports

- » SDGs: Goal 4 (Quality Education), Goal 3 (Good Health and Well-being)
- » Ghana National Development Plan: Enhances student well-being and educational environments.

Inclusive Education

- » SDGs: Goal 4 (Quality Education): Ensures inclusive and equitable quality education and promotes lifelong learning opportunities for all.
- » Goal 10 (Reduced Inequality): Reduces inequality within and among countries by promoting social, economic, and political inclusion.

Thematic Areas

Career and Workplace Counselling

Sub-Themes:

Environment and Conflict:

- » Impact of Organisational Culture: Examine how organisational culture affects employee well-being.
- » Conflict Resolution Strategies: Develop tailored conflict resolution strategies for diverse workplace environments.

Stress and Individual Well-being:

- » Stress Management Interventions: Investigate the efficacy of stress management techniques in the workplace.
- » Individual Differences in Stress: Explore how personal differences influence stress perception and coping mechanisms.

Development and Choices:

- » Career Development: Study factors influencing career development across the lifespan.
- » Career Adaptability: Develop interventions to support career adaptability and satisfaction.

Children, Adolescent and Adult Mental Health and Development

Sub-Themes:

Play Therapy:

- » Innovative Techniques: Develop and evaluate new play therapy techniques for childhood disorders.
- » Long-term Effects: Investigate the long-term impact of play therapy on child development.

Resilience and Psychopathology:

- » Factors of Resilience: Explore what contributes to resilience in children facing adversity.
- » Early Intervention: Study early signs of psychopathology and effective early interventions.

Adolescents and Young Adults:

- » Investigate the psychosocial development of adolescents and young adults.
- » Develop targeted interventions to support this age group's mental health and development.

Ageing

- » Study the psychological challenges and opportunities associated with ageing.
- » Develop counselling approaches to support the mental health and well-being of older adults.

Student-Teacher Dynamics

- » Examine the psychological impact of student-teacher relationships on academic and personal development.
- » Develop strategies to improve these dynamics for better educational outcomes.

Marital, Couple, and Family Relationships

- » Study the dynamics of couple and family relationships and their impact on individual well-being.
- » Develop interventions to strengthen marital and family bonds.

Behaviour Management

- » Investigate effective behaviour management strategies in educational settings.

- » Develop interventions to support positive behaviour and social-emotional development.

Emotional Well-being

- » Study the impact of social-emotional learning programs on student well-being.
- » Develop supports to enhance emotional resilience and coping skills.

Culture, Diversity, and Innovation

Sub-Themes

Abuse and Vulnerabilities

- » Cultural Factors: Examine how culture influences the prevalence and perception of abuse.
- » Culturally Sensitive Interventions: Develop interventions that are sensitive to cultural contexts.

School and Tradition

- » Impact on School Dynamics: Investigate how cultural traditions affect school dynamics and student mental health.
- » Cultural Inclusivity: Study the role of schools in fostering cultural inclusivity and psychological well-being.

Multicultural Counselling

- » Investigate the needs and challenges of multicultural counselling practices.
- » Develop culturally competent counselling techniques and training programs.
- » Investigate the unique counselling needs in various contexts (e.g., rural, urban, different cultural settings).
- » Develop context-specific counselling strategies and programs.

Addictions

- » Study technology-related addictions and effective counselling approaches.
- » Develop prevention and intervention programs for technology-induced mental health issues.

Art and Healing Play

- » Explore the therapeutic potential of art and play in counselling.
- » Study the role of creativity in enhancing motivation and curiosity in clients.

Special Education and Inclusive Practices

Sub-Themes

Inclusive Education

- » Effective Models: Research inclusive education models and their impact.
- » Teacher Training: Investigate strategies for training teachers to support inclusive classrooms.

Technology Integration

- » Assistive Technology: Explore the use of digital tools to enhance learning for students with disabilities.

Behavioural and Social-Emotional Supports

- » Interventions: Research effective behavioural intervention strategies.
- » Social-Emotional Learning: Study programs supporting social-emotional development for students with disabilities.

Access and Equity

- » Investigate strategies to promote inclusive practices in mainstream educational settings.

- » Assess the impact of inclusive education on academic and social outcomes for students with disabilities.

Teacher Training and Development

- » Develop and evaluate training programmes for educators to implement inclusive teaching methods.
- » Explore the role of teacher attitudes and beliefs in the successful implementation of inclusive education.

Program Effectiveness

- » Study the effectiveness of community-based rehabilitation programmes in different cultural contexts.
- » Evaluate the long-term outcomes of community-based rehabilitation on individuals with disabilities.

Stakeholder Engagement

- » Investigate the role of community participation in the success of rehabilitation programs.
- » Develop strategies to enhance collaboration between health, education, and social services.

Trauma and Psychological Support

Sub-Themes

Psychological Responses to Trauma

- » Individual and Familial Responses: Study how individuals and families psychologically respond to trauma.
- » Spirituality in Recovery: Investigate the role of spirituality in trauma recovery.

Trauma Interventions

- » Trauma-Informed Practices: Develop and assess trauma-informed counselling practices.
- » Family-Based Interventions: Explore the effectiveness of family-based interventions in trauma recovery.



SCHOOL OF BUSINESS

Brief History

The School of Business was established as a department under the Faculty of Social Sciences Education under the name Department of Business Education. In the 2016/2017 academic year, the then department was elevated to its current status as a School. It was then moved from the Faculty of Social Sciences Education (North Campus) to the South Campus of the University. The objective of the establishment of the school inter-alia is to train professionals and provide them with the necessary skills and competencies needed to meet the human resource requirements of the contemporary corporate world. That is, providing students with specialised training and hands-on experience adequate to function in any Business Organisation. The school continues to support and pursue the key areas of the University enterprise including teaching, research, publication

Teaching Departments in the School

The school is currently made up of five (5) academic departments each offering a range of programmes at both undergraduate and post-graduate levels, namely;

1. Department of Accounting,
2. Department of Applied Finance and Policy Management,
3. Department of Management Sciences,
4. Department of Marketing and Entrepreneurship Management and
5. Department of Procurement and Supply Chain Management.

Vision Statement

To be an internationally recognised and reputable Business School that produces practically oriented and dynamic manpower in Business and Management.

Mission Statement

To train competent practitioners in Business and Management who are well-suited for the corporate world to conduct teaching, research and community service and to promote Business Education policies.

Research Partnerships and Collaborations

The School collaborates with several local and international institutions, research centres and industry. The following are some of the local and international partners in research:

Local Partners

1. UGBS and UCCBS
2. Kwame Nkrumah University of Science and Technology, Department of Planning
3. University of Professional Studies, Accra - Ghana
4. Chartered Institute of Bankers, Accra - Ghana

5. The Credit Union Association of Ghana, Accra - Ghana
6. Ultimate Concrete Products Company Limited
7. Ghana Tourism Federation
8. Chartered Institute of Marketing, Ghana
9. Glico Assurance

International Partners

1. Dongbei University of Finance and Economics, China
2. Guangdong University of Technology, Guangzhou, China
3. Xiamen University, Xiamen, China
4. Faculty of Economics and Business, Universiti Malaysia Sarawak, Kota Samarahan, Sarawak, Malaysia
5. The National Institute of Development Administration, Bangkok, Thailand
6. University College of Northern Denmark

Exchange programmes in the school

The school has exchange programmes for both staff and students with the following institutions;

1. African Growth Institute, organizers of the Chartered Institute of Development Finance (CIDEF) programme, hosted by the University of Cape Town, South Africa. Provisions in the MOA make room for exchange programmes for staff and students every year.
2. Erasmus+ Grant for Autumn and Spring Semesters at University College Copenhagen, Denmark.
3. Erasmus + Grant for Autumn and Spring Semesters at University of Jyväskylä, Finland
4. Tricontinental Teacher Training programme at Universitat Hamburg.

RESEARCH FOCUS

The research focus of the school has always been in line with the emerging development in the broad areas of business administration which covers accounting, finance, banking, human resource management, procurement and supply chain management, marketing and entrepreneurship. The following are the specific research focus of members in the faculty:

In the area of Accounting

- » Accounting Education and curriculum development
- » Sustainability and Integrated Reporting:
- » Accounting Information Systems
- » Taxation and Governance
- » Carbon accounting, climate-related financial disclosures, accounting and reporting for sustainable development.
- » Financial and Sustainability Reporting Standards
- » Behavioural research in accounting
- » Issues in Public Sector Accounting and Finance
- » Developments in Cost and Management Accounting

In the area of Finance

- » Development Finance and Sustainable Livelihood
- » Policy Management and Corporate Governance
- » Financial Technology (FinTech) and Resilience
- » Islamic Banking and Finance
- » Green Finance and environmental sustainability

- » Efficiency studies and Capital Markets Development
- » Merger and Acquisition
- » Blockchain, Cryptocurrency and Currency Analysis

In the area of Management Sciences

- » Management and Management Education
- » Human Resource Management and Organisational behaviour
- » Management Information System
- » Industrial Psychology
- » Ethics and Corporate Social Responsibility
- » Occupational Health & Safety Management
- » Industrial Relations and Labour issues

In the area of Marketing and Entrepreneurship

- » Political Marketing,
- » Entrepreneurship and Crowdfunding,
- » Venture Creation,
- » Service Quality and Branding,
- » Electronic Marketing,
- » Product Design and
- » Marketing Management.

In the area of Procurement and Supply Chain Management

- » Procurement,
- » Supply Chain,
- » Logistics,
- » Transport Management and Law.

RESEARCH AGENDA

We research to address critical challenges in business and advance knowledge in specific areas of business, specifically, in accounting and corporate reporting, finance and the business market, corporate management, entrepreneurship and supply chain issues. The school's research agenda seeks to contribute to both academic scholarship and the practice of business, addressing contemporary challenges and fostering innovation in the field of business and education.

Relationship of the School's Research Agenda with SDGs, CSP and NDP

The School's interdisciplinary research areas are selected in line with the SDGs, UEW Strategic plans and National development. Specific areas of these linkages are described for each department under the School.



FACULTY OF GHANAIAN LANGUAGES EDUCATION

Brief History

The Faculty of Ghanaian Languages Education is the first Faculty on the Ajumako Campus. Ajumako is a Satellite Campus of the University of Education, Winneba. The Campus was established in August 2010 and was inaugurated in October, 2010. The Faculty has four academic departments (Akan-Nzema, Ga-Dangme, Ewe and Gur-Gonja). It is responsible for the training of highly competent professional language teachers and administrative staff for the Ghana Education Service (GES) as well as the service sector of the Ghanaian economy. In response to this challenging responsibility, the Faculty is constantly

transforming and reorganising its academic programmes to address national needs.

List of Departments

1. Department of Akan –Nzema
2. Department of Ewe Education
3. Department of Ga-Dangme Education
4. Department of Gur-Gonja Education

Vision statement

To be an internationally recognised centre for teaching and research in Ghanaian Languages, producing competent language teachers and excellent research who will provide expert advice on educational policies.

Mission

To train and equip graduates with the linguistic and professional competencies to teach at the pre-tertiary levels of education and influence language policy decisions.

Research partnerships and collaborations

Internally, over the past five years, the Faculty has been collaborating with sister faculties and other colleges and institutes including Faculty of Foreign Languages Education, Faculty of Educational Studies, College of Distance and E-Learning (CoDEL), Institute for Teacher Education and Continuing Professional Development (ITECPD), etc. Also, the Faculty has collaborations with other institutions and professional bodies including sister universities such as the University of Ghana, University of Cape Coast, Kwame Nkrumah University of Science and Technology, University for Development Studies, etc. and NGOs including Wikimedien Foundation under the various thematic areas. At the international level, the Faculty has been having partnership with University of Frankfurt. The Faculty hopes to build further collaborations and partnership with institutions such as the NACCA, GES, MoE, NCCE, Judicial Service, Local Government, Parliamentary Service, etc. under various themes for the next foreseeable years. Also, similar partnerships are being sought with regional and global institutions in promoting indigenous languages and cultures.

Exchange programme in the Faculty

The Faculty as a unit of the University has collaboration with the Erasmus Scholarship over the past five year for our students to visit the University College of Copenhagen, Denmark, University of Northern Denmark, and University of Flensburg.

RESEARCH FOCUS

The following are the main research focus of the faculty for the next five years:

1. Documentation of undocumented minority indigenous Ghanaian languages
2. Literature (both oral and written) of indigenous Ghanaian languages
3. Documentation of cultural practices of indigenous peoples of Ghana
4. Indigenous languages and societies
5. Grammars of indigenous Ghanaian languages
6. Language use in education

RESEARCH AGENDA

Below are the thematic areas and their subsequent sub-themes of the Faculty's research agenda for the next five years.

Thematic Areas

1. Languages and cultures of the indigenous Ghanaian peoples
2. Research into effective contemporary and methods in teaching indigenous Ghanaian languages at all levels of education.
3. Development of educational materials in indigenous Ghanaian languages for all levels of education.
4. Language policy and planning affecting indigenous Ghanaian languages
5. Documentation of minority indigenous Ghanaian languages
6. Translation in indigenous Ghanaian languages.

Sub themes

- » Digitization of indigenous Ghanaian languages and cultural practices.
- » Development of written literature materials.

- » Researching into grammars of indigenous Ghanaian languages
- » Oral and written literature of indigenous Ghanaian languages
- » Interaction between Ghanaian societies and their indigenous languages.
- » Some traditional cultural beliefs and practices among indigenous Ghanaian communities.
- » Indigenous Ghanaian languages used in domain such as media, funerals, etc.

Relationship of Faculty Research Agenda with the SDGs, CSP, and NDP

SDG 4: Quality education

As a Faculty, we will design Language Education Curriculum that are inclusive, equitable and promote lifelong learning opportunities for all.

Teacher Training: We provide Professional development for language Educators to enhance their teaching skills and awareness of gender equality and reducing inequalities.

Access and Inclusivity: We also ensure access to quality language education for marginalised groups, including girls, refugees and persons with disabilities.

SDG 5 Gender Equality

As a Faculty, we ensure equal access to language education for girls and women, addressing barriers such as cultural norms, safety concerns and economic constraints.

Curriculum Integration: The Faculty will incorporate content in language education that promotes gender equality, challenges stereotypes, and fosters respect for diversity.

Leadership opportunities: we encourage women's participation and leadership in language education management, curriculum development and policy making roles.

SDG 10 Reduced Inequalities

The Faculty ensures that language education resources, including qualified teaching and learning materials are distributed equitably across the departments and within the faculty.

Inclusive Policies: We have developed inclusive policies and practices that address linguistic diversity and supports the integration of minority languages into education systems.

Community Engagement: Engage communities in language education initiative, fostering partnership that supports marginalised groups and reduce inequalities in access to education.



FACULTY OF FOREIGN LANGUAGES EDUCATION

Brief History

The Faculty of Foreign Languages Education was carved out of the then Faculty of Languages Education in the 2015/2016 academic year. It was formerly called the Faculty of Foreign Languages and Communication (FFLEC) because it used to include the Department of Communication and Media Studies. In the 2020/2021 academic year, the Department of Communication and Media Studies was upgraded to a school status and for that matter the Faculty of Foreign Languages Education and Communication was renamed Faculty of Foreign Languages Education (FFLE) under the College of Languages Education headquartered in Ajumako in the Ajumako-Enyan-Essiam District of the Central Region. The programmes offered in the Faculty are tailored towards the training

of competent professional teachers and researchers in the area of foreign languages for all levels of education in Ghana.

VISION

To be a recognised Faculty for excellent teacher education and research in foreign languages education.

MISSION

To train competent professional graduate teachers of languages skilled in research, dissemination of knowledge and providing exemplary leadership in the teaching of foreign languages, for all levels of education as well as influence languages education policies in Ghana.

DEPARTMENTS

The Faculty is made up of three academic departments and one unit. The departments are:

- » Department of English Education
- » Department of Applied Linguistics
- » Department of French Education

UNITS

- » German Unit

RESEARCH FOCUS

The research focus of the faculty has always been in line with emerging developments in the broad areas of foreign language studies, which covers linguistics, literature, translation and interpretation, language pedagogy, cultural studies, comparative philology, and applied linguistics. The following are the specific research focus areas of members in the faculty:

Linguistics

1. Core Linguistics
2. Linguistics of Ghanaian Languages
3. Applied Linguistics
4. Prosody and Discourse
5. Language Planning and Policy
6. Language Acquisition and Attrition
7. Pragmatics of Communication
8. Stylistic Analysis of Literary and Non-Literary Texts
9. Language, Culture, and Socialization
10. Language
11. Vocabulary acquisition and development in foreign language learning
12. Pragmatics and French language usage in society

13. Methodology of teaching and learning of French /German as a foreign language
14. Phonological interference of English on the learning of French as a foreign language.
15. Linguistic transfer of English on the learning of French as a foreign language.
16. Didactic of Teaching French for Specific purposes for Business students and workers.
17. English as a Second Language
18. Second Language Pedagogy
19. Second Language Testing and Assessment
20. Second Language Phonology

Pedagogy

21. Technology in language/literature education
22. Practice of language teaching with focus on methodology
23. Assessing Language and Literature
24. Textbook / material evaluation
25. Language planning and policy
26. Learner and teacher factors in the teaching and learning language
27. Researching Integrated Teaching
28. Social context in research on L2 teaching and learning

Literature

29. Goethe Aesthetics
30. German colonialism in Africa
31. Culture diplomacy, Germany versus Africa
32. Environment related issues in German studies
33. Conflict and crisis in intercultural context

34. Gender related issues in German literature from inter-cultural perspective
35. Literary writing in Francophone West Africa after year 2000
36. Critical approaches to literature: the African experience
37. French thought and literature after the 20th century
38. Women and gender issues in Francophone African literature
39. Comparative studies in literature
40. Digital humanities
41. Cultural studies / multicultural literary pedagogy
42. Researching literature pedagogy
43. Digital humanities
44. Cultural studies / multicultural literary pedagogy
45. Researching literature pedagogy

Translation

46. Pragmatic approaches to translation
47. Comparative analysis in language studies
48. Translation and textual analysis
49. Criticism of translated works
50. Translanguaging
51. English for specific purposes
52. Language teaching and learning for special needs
53. New Englishes
54. Multicultural pedagogy
55. Research in L2 processes and development

RESEARCH AGENDA

This research agenda aims to leverage the faculty's diverse expertise, address current challenges in foreign language studies, and contribute to the advancement of knowledge in linguistics, literature, pedagogy, and translation. It encourages collaborative and interdisciplinary research while maintaining a focus on practical applications and societal impact.

Relationship of the Faculty of Foreign Languages' Research Agenda with the Sustainable Development Goals (SDGs), Corporate Strategic Plan (CSP), and National Development Plan (NDP)

The Faculty of Foreign Languages' research agenda is closely aligned with the Sustainable Development Goals (SDGs), particularly in the areas of quality education (SDG 4), gender equality (SDG 5), and peace, justice, and strong institutions (SDG 16). By fostering multilingualism, cross-cultural understanding, and inclusive education, our research supports the corporate strategic plan's goals of promoting diversity, global engagement, and social cohesion. Furthermore, the Faculty's focus on language preservation, translation studies, and linguistic research contributes to the national development plan's objectives of cultural preservation, enhancing international diplomacy, and promoting inclusive and equitable growth. Through these integrative efforts, the Faculty is committed to advancing sustainable development at local, national, and global levels.

FACULTY OF SCIENCE EDUCATION

Brief History

The Faculty of Science Education used to be called the Division of Science Education. It has grown significantly since its inception, expanding from its original three departments – namely, the Department of Mathematics Education, the Department of Science Education and the Department of Health, Physical Education, Recreation and Sports (HPERS) to its current structure of eight specialized academic departments.

List of Departments

1. Department of Mathematics Education
2. Department of Integrated Science Education
3. Department of Biology Education
4. Department of Physics Education
5. Department of Chemistry Education
6. Department of Information and Communications Technology Education

7. Department of Agriculture Science Education
8. Department of Environmental Science Education

This evolution reflects the Faculty's commitment to providing comprehensive and diverse educational programmes that address the changing needs of the scientific and educational communities. The Faculty continues to play a pivotal role in advancing science education, fostering research, and preparing future educators and professionals to excel in their respective fields.

Mission

To equip its graduates with the necessary academic proficiency and professional competence in Science Education towards teaching, industry and service.

Vision

To become a College of Sciences that seeks to expand the teaching and learning of Science Education and equip its products with the requisite scientific skills in Ghana, regionally and internationally.

Research Partnerships and Collaborations

The research partnership and collaborative efforts of the faculty is categorized as follows:

Global Energy and Climate

The Faculty of Science Education has established a partnership with the University of Massachusetts Lowell (UMass Lowell) with the primary objective of mentoring teams of science students who will tackle challenges related to food, energy, and climate issues.

Digital Education

Definition: Digital education refers to the use of digital technologies to facilitate teaching and learning. This can include online courses, e-learning platforms, and digital resources.

Online Learning: Courses delivered via the internet, allowing for flexibility in scheduling and location.

Blended Learning: A combination of traditional face-to-face teaching and online instruction.

Digital Resources: E-books, videos, podcasts, and interactive simulations that enhance learning.

Teacher Training and Professional Development

The Faculty of Science Education is dedicated to the continuous professional development of science educators, ensuring they are equipped with the latest knowledge and skills in their respective fields. As part of this commitment, the Department of

Physics has an ongoing collaboration with the University of Massachusetts, USA. This partnership focuses on enhancing teaching and research through joint efforts to develop and implement effective teaching methodologies and curricula that improve physics education, collaborative research projects that advance knowledge in physics education and programmes designed to enhance the skills and knowledge of physics educators.

Agricultural and Environmental Sustainability

The Faculty of Science Education, through its twin departments—the Department of Agricultural Science Education and the Department of Environmental Science Education—actively promotes agricultural and environmental sustainability through various strategic partnerships. Collaborations with companies such as Accra Compost and Recycling Plant (ACARP), Zonal Environmental Awareness League (ZEAL), Zonal Oil Industry Limited (ZOIL), and various Metropolitan, Municipal, and District Assemblies (MMDAs) in Ghana with a focus on training students in best waste management practices. The departments also work closely with the Department of Agriculture across the country to provide students with industrial attachments, ensuring practical experience in sustainable agriculture. Furthermore, a partnership with the International Conference on Agriculture, Fisheries & Aquaculture in Thailand offers faculty members professional development opportunities in research and publication. Lastly, collaboration with the Ministry of Education and the Ghana Education Service ensures the effective training of student teachers, emphasizing sustainable practices in both agricultural and environmental education.

Exchange Programmes

The Faculty of Science Education at the University of Education, Winneba, offers a mobility programme for postgraduate regular students under the Erasmus+ Grant. Eligible students who meet the requirements are nominated for the Autumn Semester at the University of Jyväskylä in Finland. This exchange programme enhances educational experiences by providing international exposure and opportunities for academic and cultural growth.

RESEARCH FOCUS

Chemical Solutions for Environmental Sustainability and Resource Efficiency

The research focus of the Faculty of Science Education in chemistry concentrates on environmental biotechnology, pollution control, sustainable materials, water and air quality assessment, waste management, resource recovery, and disaster risk management. Other research areas of importance include exploring plant and fungal metabolites, developing eco-friendly polymers, innovating pollution control methods, managing chemical waste sustainably, and enhancing disaster resilience in chemical contexts for environmental sustainability and resource efficiency.

Innovations in Biology Education and Sustainable Learning Practices

Innovations in Biology Education and Sustainable Learning Practices encompass the exploration of new teaching methods and materials in the field of biology, focusing on topics such as insects and pollination biology, biological control of pests, and the application of indigenous scientific knowledge. This research area also involves

the development and utilization of local resources and languages to enhance science education accessibility and effectiveness, along with innovative approaches like scientific poems for teaching biological concepts, ultimately promoting sustainable and inclusive learning experiences in biology. This overarching research focus integrates interdisciplinary innovations, medicinal plant studies, environmental assessments, and conservation efforts within a framework of advancing science education for sustainable development. The diverse research areas collectively contribute to fostering environmental stewardship, promoting biodiversity conservation, and enhancing educational practices for holistic sustainable development.

Promoting Sustainable Agriculture and Environmental Health: Integrative Approaches for Resilience and Sustainability

The research focus of the Department of Agricultural Education and Environmental Education within the Faculty of Science Education encompasses a wide array of research areas focused on sustainable agriculture techniques, soil health, water conservation, farm animal production, genetics, climate resilience, food safety, pollution remediation, curriculum development, and community engagement. The research focus underscores the importance of integrating multidisciplinary approaches to address environmental challenges, promote sustainable agricultural practices, ensure food safety, and enhance community resilience in the face of climate change and pollution impacts.

Advancing Knowledge and Innovation in Physics: Integrative Approaches for Sustainable Solutions and Interdisciplinary Discoveries

The research focus of the Department of Physics Education within the Faculty of Science Education reflects the physics department's commitment to education, sustainable energy solutions, robotics, electronics, biophysics, medical physics, and interdisciplinary research. It emphasizes the department's efforts to advance knowledge, foster innovation, and address complex challenges through interdisciplinary collaborations and sustainable solutions in physics and related fields.

Artificial Intelligence

The Faculty of Science through its Department of Information and Communications Technology Education focuses on research works in artificial intelligence, educational data mining, mobile learning, ICTs in education and cloud computing. It emphasizes the department's commitment to leveraging technology to innovate educational practices and develop intelligent systems for the future.

RESEARCH AGENDA

The Faculty of Science Education is dedicated to advancing interdisciplinary research that addresses pressing global challenges through innovative and sustainable solutions. Our comprehensive research agenda encompasses environmental biotechnology, pollution control, and the development of sustainable materials within the chemistry department, while the biology department focuses on enhancing educational practices and promoting biodiversity conservation through innovative teaching methods and the application of indigenous knowledge. In the realm of agricultural and environmental sciences, our research prioritizes sustainable agriculture techniques, soil health, water

conservation, and climate resilience. The physics department contributes by exploring sustainable energy solutions, robotics, and biophysics to foster interdisciplinary discoveries. Additionally, the ICT department leverages artificial intelligence, educational data mining, and cloud computing to revolutionize educational practices and develop intelligent systems. Collectively, our research efforts aim to foster environmental stewardship, promote sustainable development, and enhance educational outcomes across all scientific disciplines.

Relationship of Department's Research Agenda with the Sustainable Development Goals (SDGs), Corporate Strategic Plan (CSP) and National Development Plan (NDP)

The Faculty of Science Education's research agenda aligns closely with the Sustainable Development Goals (SDGs) by addressing critical areas such as quality education (SDG 4), clean water and sanitation (SDG 6), affordable and clean energy (SDG 7), sustainable cities and communities (SDG 11), and climate action (SDG 13). Our focus on interdisciplinary and sustainable solutions directly supports the corporate strategic plan's objectives of fostering innovation, environmental stewardship, and community resilience. Furthermore, by promoting sustainable agricultural practices, advancing environmental health, and leveraging cutting-edge technologies, our research agenda contributes significantly to the national development plan's priorities of enhancing food security, improving public health, and ensuring sustainable economic growth. Through these integrative efforts, we are committed to driving progress and achieving long-term sustainable development at local, national, and global levels.



Brief History

The Faculty of Social Science Education (FSSE) started as the Division of General Cultural and Social Studies Education. It comprised the Departments of Social Studies Education, Art Education and Music Education. This was in September, 1992. The then Division was housed in the current Department of Art Education at the North Campus. Mr Albert Quarm became the first Dean in the year 1993. He was succeeded by Dr. S.M. Quarkey in 1998. Dr. Flolu then took over in the year 1998 to 2003.

The Division of General Cultural and Social Studies Education was split into two faculties,

namely the School of Creative Arts and the Faculty of Social Science Education during the 2004/2005 academic year. The FSSE had three departments: Social Studies Education, Social Science Education and Centre for African Studies. The Department of Social Science offered social science courses with elective courses in History, Geography, Economics and Political Science. Later, the four (4) elective courses were upgraded into four (4) Units during the 2010/2011 academic year. In 2013/2014 academic year, each of the four units was upgraded into departments.

Department of Business Administration was established in the year 2013 as an additional department in the FSSE for a period of four years until it was separated to form a School in the year 2016. The FSSE currently has five (5) departments and two (2) centres with a total student population of over 6,100 and staff strength of 121.

List of Departments, Units and Centers

1. Department of Social Studies Education
2. Department of History Education
3. Department of Geography Education
4. Department of Political Science Education
5. Department of Economics Education
6. Centre for African Studies
7. Centre for Conflict, Human Rights and Peace Studies

Vision

To be a leading academic centre of excellence in Africa and the world, the Faculty of Social Science will also be a centre of excellence in the advancement of teaching, research, consultancy and community service in the Country, the Continent and the world as a whole in the area of social sciences.

Mission

To advance intellectual and human resource capacity of the nation and international community by promoting high standards of Social Sciences Education, which involves inculcating in its products the requisite academic proficiency and professional competence and imbue them with humanistic values for teaching. Others are the production of instructional materials, the dissemination of relevant knowledge and skills at the pre-University levels of Education with special reference to the training of teachers. It is expected that some of our products will assume leadership roles, as curriculum developers, instructional coordinators and supervisors in the educational sector.

RESEARCH FOCUS

The main areas of focus of scholars in the Faculty of Social Science Education include

- » Educational governance and policy
- » Law, governance and sustainable development
- » Migration governance, displacement, integration and development
- » African traditional governance, cultures and development
- » Population, family life and social development
- » Urban planning and development
- » Climate change policy and practices
- » Digital governance and public sector management
- » Natural resources management and governance
- » Environment, energy and sustainable development
- » Blue economy and sustainable development
- » Trade and sustainable economic growth
- » Social inclusion and development
- » Finance, poverty and sustainable development
- » Conflicts, peace, human rights and development
- » Regionalism and regional integration
- » Social science pedagogy

RESEARCH AGENDA

The Faculty of Social Sciences Education has a research agenda which is centred on the theme: Social science research for digital transformation and sustainable development. Faculty members are urged to produce cutting edge research to advance the broad field of social science education while addressing contemporary issues affecting sociocultural, economic and political development of Ghana and the world within the context of the 5th industrial revolution. Scholars of the faculty would engage in transdisciplinary critical research that challenges and advances knowledge in the various sub-fields of social science education.

Relationship of Faculty's Research Agenda with the Sustainable Development Goals (SDGs), Corporate Strategic Plan (CSP) and National Development Plan (NDP)

The faculty's research agenda cuts across all the 17 Sustainable Development Goals. The faculty has a broad research agenda that allows research into various aspects of sociocultural, economic and political issues of development in a changing world. Issues including poverty reduction, education, climate action and global partnerships among others related to the broader agenda of social science research and sustainable development. The research agenda also cuts across and reflects the 5 strategic goals of Ghana's Long-term National Development Plan (2018-2057).



FACULTY OF HEALTH, ALLIED SCIENCES AND HOME ECONOMICS EDUCATION

Brief History

The Faculty started as a Department in 1958 at the Specialist Training College, Winneba with the transfer of the Housecraft Department of the Kumasi College of Technology. At its new location, a 4-year teacher's Diploma course in Domestic Science was introduced in 1963 alongside the existing two-year Specialist Certificate. In 1978, the four-year course was phased out and replaced with a 3-year Diploma course.

The Department became part of the erstwhile University College of Education of Winneba in 1992 when the University was established.

The 3-year Diploma course then ran alongside a 4-year degree programme which led to the degree of Bachelor of Education (B.Ed) in Home Economics Education.

The then Department of Home Economics Education was charged with the responsibility of providing teachers with professional competence for teaching Home Economics Education in pre-tertiary institutions. The Faculty of Home Economics Education was created out of the Faculty of Science Education in September, 2020 with four Departments, namely;

- » Department of Food and Nutrition Education
- » Department of Clothing and Textiles Education
- » Department of Family Life Management Education
- » Department of Integrated Home Economics Education.

In September 2023, three departments from the Faculty of Science Education were further realigned with the Faculty of Home Economics to form the new Faculty of Health, Allied Sciences and Home Economics Education. They are:

- » Department of Environmental Health and Sanitation
- » Department of Health Administration and Education
- » Department of Health Physical Education Recreation and Sports

Income Generating Units in the Faculty

Food Production Unit (FPU)

The unit embarks on free catering services which were limited to the University functions, also restaurant and contract catering services and expanded the coverage to the entire Winneba community. FPU is a major source of income generation for the university, and industrial training experience for students in the faculty. Other institutions in the country also send their students for industrial experience.

Clothing Production Unit (CPU)

It was set up as a small section where garments were made for patrons in the university and is now a garment factory which generates income for the university. CPU makes the following:

- » Aca pee for the university and other sister institutions in the country.
- » Embroidery work
- » All other costumes
- » Field experience for our students and other students from sister institutions

Vision Statement

To be a reputable establishment for coordinating teaching and study of Health, Allied Sciences and Home Economics by inculcating in its products the required competencies for teaching Health, Allied Sciences and Home Economics at all levels of education, coaching and managing clubs and businesses; and the requisite knowledge and skills regarding policy decisions.

Mission Statement

To produce competent teachers, administrators, coaches, entrepreneurs as well as excellent researchers and experts to offer relevant advice to all stakeholders on policy formulation and /or updates on Health, Allied Sciences and

Research Partnerships And Collaborations

Collaboration with NGOs and other institutions related to all the specializations in the Faculty Eg.

1. Social Welfare Department -Effutu Municipality
2. Domestic Violence and Victim Support Unit (DOVSU) – Winneba Municipal Police Unit.
3. Maries Stopes International, Ghana
4. Institute of Policy Studies and School of Graduate Studies, Lingnan University, Hong Kong
5. Ghana Standards Authority
6. Jospong Group of companies
7. Ministry of Water Resources and Sanitation (at the initial stage)
8. Gambling State University, USA
9. Handball Association of Ghana

Exchange Programmes in the Faculty

1. Inter-university cooperation to Evangelische Hochschule Berlin (ehb), supported by the Project: 2023-1-DE01-KA171-HED-00127303 by DAAD (German Academic Exchange Service)
2. Student Exchange Programme: Early Childhood and Social Education Department of the University College -Copenhagen (KP), Denmark.

RESEARCH FOCUS

Improving teaching and learning of Clothing and Textiles, Food and Nutrition, Health Administration, Environmental Health and Sanitation, Integrated Home Economics, Family Life Management and Health, Physical Education, Recreation and Sports at all levels of education and making the programme accessible and attractive nationally and globally.

RESEARCH AGENDA

Family, Gender, Resources and Development

- » Gender and social equity
- » Gender Based Violence,
- » Gerontology
- » Consumer Education
- » Housing and sustainable living
- » Family Studies
- » Family Relationship
- » Gender and aging issues in physical activity and sports
- » Family Resources Management
- » Family Life Transitions/Patterns

Health, Sanitation and Environment

- » Behavioral interventions for improved water and sanitation practices
- » Hydro-health, surveillance and prevention
- » One health approach to environmental health
- » Innovations in waste management and recycling
- » Climate change and its related sanitation infrastructure
- » Bioethics and research Integrity
- » Health Policy
- » Human Rights in Health Care,
- » Maternal and Child Health,
- » Non Communicable Diseases,
- » Quality Assurance in Health Care Service deliver,
- » Sexual Reproductive Health and Rights
- » Physical activity among students with or without disabilities
- » Social and psychological factors influencing physical activity behavior
- » Sustainable practices in outdoor recreation;
- » Monitoring health, and enhancing exercise experiences
- » Physical activity, sports, leisure , recreation and integration;
- » Lifestyle modifications and interventions for preventing non-communicable and chronic diseases
- » Clothing for healthy living
- » Energy for physical activity
- » Physical activity for health development
- » Sports, leisure and recreation management

- » Biological and physiological responses to exercise

Food Safety, Security, Nutrition and Innovation

- » Food safety
- » Nutritional status assessment
- » Nutrition for health and sports performance
- » Meal Management
- » Food Product Development and Sensory Evaluation
- » Food Toxicology
- » Nutrient security surveillance and interventions
- » Potential nutrients contribution of underutilized plant species in Ghana
- » Nutrition across the life cycle
- » Diet and healthy living
- » Catering and hospitality

Apparel Design, Production, Dressing and Innovations

- » Garment design and production
- » Sustainable fashion
- » Clothing technology and production management
- » Social psychology of clothing
- » Clothing /Fashion History
- » Innovations in Clothing and Textiles
- » Indigenous and Contemporary Fashion

Education, Technology, Entrepreneurship and sustainability

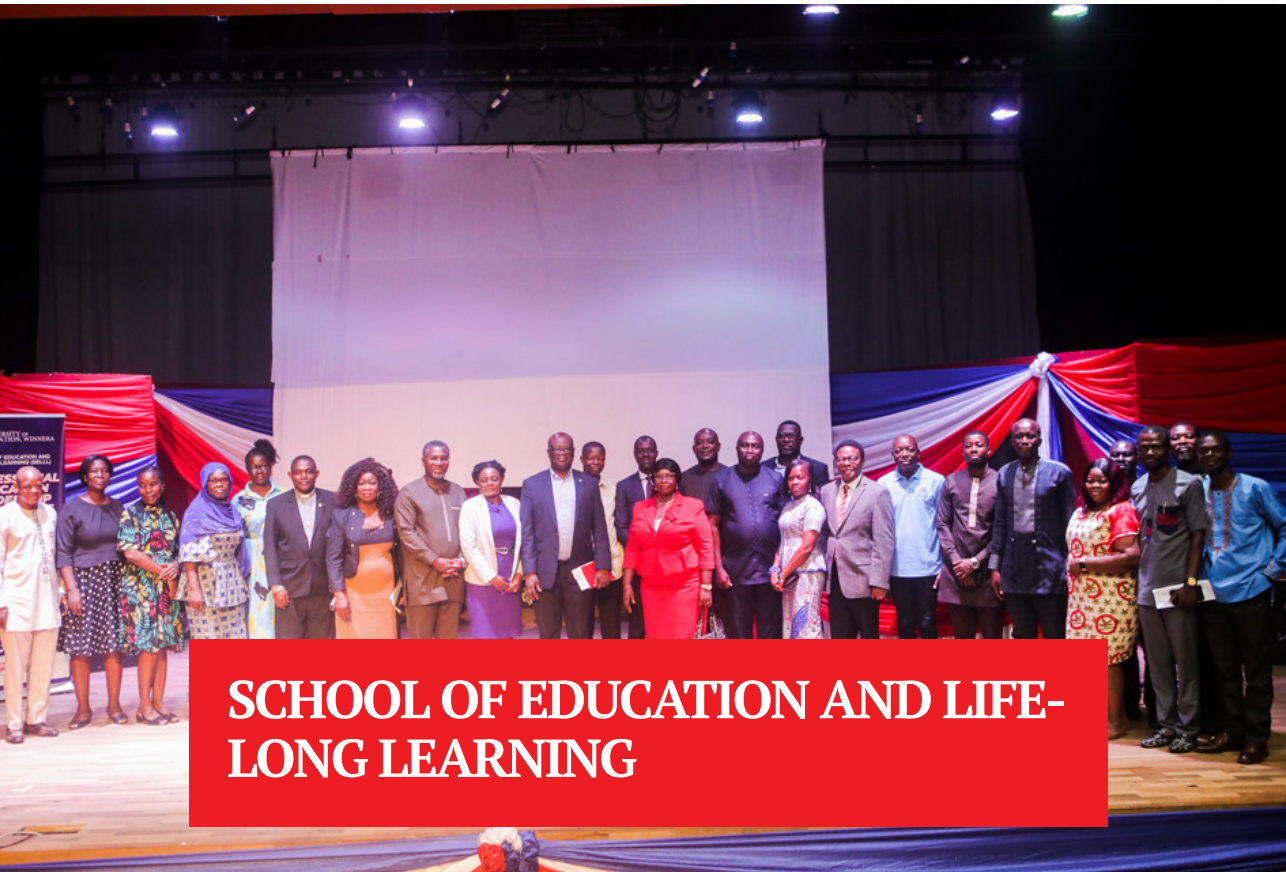
- » Entrepreneurship education
- » Teaching Clothing and Textiles
- » Challenges of Clothing and Textiles

Education

- » Clothing marketing and merchandizing
- » Home Economics Education
- » Food and Nutrition Education
- » Family and Technology Use
- » Eco-friendly Household Life Style
- » Sports training and performance assessment
- » Technologies in physical education and sports
- » Physical education, policies and advocacy
- » Socioeconomics of sports

Relationship of Faculty's Research Agenda with the Sustainable Development Goals (SDGs), Corporate Strategic Plan (CSP) and National Development Plan (NDP)

The research agenda of the Faculty is directly linked with quality teacher education and SDG 4 focuses on ensuring free accessible, and equitable education for both girls and boys. The Faculty aims to provide relevant skills for employment and entrepreneurship. The Faculty aims to integrate the social, environmental, Health, economic, human rights, ethics and population dimensions of sustainable development at the global, national and local levels.



SCHOOL OF EDUCATION AND LIFE-LONG LEARNING

Brief History

The School of Education and Life-Long Learning (SELLL) is one of the new faculties carved out of the erstwhile Faculty of Educational Studies (FES). The School was established in 2023 after approval by the Academic Board of the University of Education, Winneba, to operate as a semi-autonomous institution in the University. The School is focused on promoting teacher education and research through competent and dedicated staff efforts. The school is well-grounded to promote research at its highest level, locally and internationally.

SELLL's Vision

To be a Centre of Excellence in Providing Quality Education for Global and Functional Life-Long Learning.

SELLL's Mission

To Equip Learners with Life-Long Learning through the Conduct of Research and the Dissemination of Knowledge as well as the Provision of Services that Links Theory to Practice for Human Development.

Departments in the School of Education for Life-Long Learning

1. Department of Educational Administration and Management
2. Department of Educational Foundations
3. Department of Basic Education

SELLI'S RESEARCH FOCUS

The School of Education and Life-Long Learning identifies with the under-listed themes and sub-themes as its research focus:

Innovative Pedagogies

- » Technology for Educational Development
- » Innovation diffusion

Capacity Building for Educational Institutions

- » Educational Training
- » Educational Resource Management
- » Educational Resource Acquisition
- » School Management Systems
- » Supervision and Monitoring
- » Needs Assessment

Inclusive Education Management

- » Gender
- » Special Education Needs (SEN)
- » Differentiated Instruction/Assessment
- » School Plant Enhancement

Curriculum Development and Philosophy for National Development

- » Entrepreneurial Education for Self-Reliance
- » Indigenous Educational Policy and Economic Development
- » Curriculum Reviews

Leadership for School Improvement

- » Needs Analysis for School Improvement
- » Supervision and Monitoring
- » School Leadership and Cultural Relativism
- » Education Stakeholder Engagement
- » Technology Leadership



Brief History

The School of Communication and Media was established in 2020 as an upgrade of the erstwhile Department of Communication and Media Studies of the University of Education, Winneba; the Department, at the time, had been running graduate programmes in the Master of Arts and Master of Philosophy since 2017. Its elevation to a school status was, thus, in direct response to the prevailing surge in the demand for communication education in Ghana at the time. The situation called for an expansion in the curriculum to include both the undergraduate and doctoral programmes to make a full complement

of the communication discipline. The aim was to produce faculty for academia while also finding alternative means to absorb the ever increasing demand for undergraduate communication education to fill up the expanding media industry. The School is guided by the objective to provide high academic standards, greater research and dissemination of knowledge in communication instruction and academic writing, strategic communication, development communication, and journalism and media studies.

List of Departments and Centres

The School currently has four Departments and a Centre, namely;

1. Department of Communication Instruction
2. Department of Strategic Communication
3. Department of Journalism and Media Studies
4. Department of Development Communication
5. Centre for Communication Education Research and Professional Development (CCERPD)

Vision

To attain true academic and professional excellence that places it on a platform for preparing the best communication professionals and communication educators in the University's quest for the realisation of its vision of being an internationally reputable institution for teacher education and research.

Mission

To produce high quality communication professionals skilled not only in research, disseminating knowledge and providing exemplary leadership in the teaching of communication and its related courses in Ghana and elsewhere, but also proficient in developing thought on issues related to policies on communication education and professional development.

Research Partnerships and Collaborations
To strengthen the means of implementation and revitalize the global partnership for sustainable development as indicated by SDG 17, it is necessary for the Department to have research partnerships with other Journalism and Media Studies Departments in other universities. The School has initiated preliminary discussion with Deutsche Welle Akademie in Germany for research collaborations. This partnership will afford the Department of Journalism and Media Studies (UEW) the opportunity to share experiences on sustainable journalism projects (which align with UNESCO's Curriculum Framework for SDGs) and other related research projects with the Deutsche Welle Akademie in Bonn, Germany. The School equally has established partnership and collaborations with other local media-related organisations such as the Ghana Journalists Association; Media Foundation for West Africa; Institute of Public relations (IPR), Ghana; Central and Western Fishmongers Improvement Association (CEWEFIA) for the purposes of fieldwork engagements and the conduct of innovative research.

RESEARCH FOCUS

- » Public relations
- » Advertising
- » Journalism Education
- » Media Sustainability
- » Social Change Communication
- » Advocacy and Mobilisation
- » Critical Reading and Assessment
- » Global Use of English
- » Pragmatics

RESEARCH AGENDA

Strategic and Corporate Communications

Sub-Themes:

- » Public Relations and Organisational Communication
- » Advertising and Integrated Marketing Communications

Journalism and Digital Media Technologies

Sub-themes:

- » AI and Journalism
- » Sustainable Journalism
- » Journalism Education

Communication for Development in Rural Communities and the Informal Economy

Sub-themes:

- » AI and development discourses in the Informal Sector
- » Indigenous Media and Contemporary development discourses
- » Communication, Culture and Social Change

- » The Environment, Health and Development
- » Gender, Intersectionality, and Social Transformation

Instructional Pedagogy and Technical Writing

Sub-themes:

- » Visual Communication and Semiotic Analysis of Publicity Materials
- » AI and Teaching Writing
- » Oratory and Public Speaking in the Social Media Space
- » Language Games and Technological Applications for Language and Communication Skills
- » Pragmatics and Rhetorical Communication

Communication Education Research and Professional Development

Sub-themes:

- » Communication Education, Policy, Research and Development
- » Communication Research and Professional Development
- » Communication Education and Rural Information Dissemination



SCHOOL OF CREATIVE ARTS

Brief History

The School of Creative Arts was established to empower its various departments to prepare students along the lines of performing Arts (Music and Theatre) and Visual Arts Education (Art, Graphic Design, Film, Textiles and Television) in response to the changing trends in the country's education system. It is mandated to enrich creative academic concepts by creating a community of inquiry in which students and faculty members explore theories and praxis at the nexus of the creative arts through practical teaching, learning and research.

In order to attain the highest academic standards of teaching, learning research and practice, the School provides appropriate foundation for innovation in knowledge development in the Arts. The School is equally committed to ensuring that students strive for and maintain academic excellence in the promotion of creative arts practices. In

pursuance to the objective to stay relevant and functional in the dynamics of educational innovations and transformations, the School has in recent times also developed a keen interest towards the advocacy for the Science, Technology Engineering, Arts and Mathematics (STEAM) Education. This is intended to direct further focus on the relevance of the Creative Arts as one of the Key access points for guiding student's inquiry, dialogue and critical thinking.

The school prepares students in the Art as educators, as managers in the promotion of arts and culture and as artists and artistes who can exploit creative and innovative settings to generate new ideas. As a result, students are equipped with broad and diverse knowledge deemed essential for reflective professional artists and artistes. In pursuance of this, the School of Creative Arts ensures efficient and valuable administrative support for the constituent academic departments.

List of Departments and Centres

1. Department of Music Education
2. Department of Art Education
3. Department of Theatre Arts
4. Department of Graphic Design
5. Department of Fashion Design and Textiles Education
6. Centre for Research, Culture and Creative Arts (CeRCCA)

Mission

To train and nurture competent performing and visual artists/artites, helping them to discover their talents, adapt to changing global trends and achieve academic excellence in specialised fields in education and the creative industry.

Vision

To be a leading centre of excellence for training arts and design practitioners in schools and industries, recognised internationally for research and the promotion of African Arts in education.

Research Partnerships and Collaborations

List of Research Partnerships in the last 5 years

CeRCCA as a research centre does not directly run academic programmes. However, it coordinates the research activities of the academic departments in the School of Creative Arts. These are;

- » Art Education,
- » Graphic Design,
- » Music Education, and
- » Textiles and Fashion Education, and
- » Theatre Arts.

The department of Art Education is regularly in research partnerships with some sister universities listed below;

- » Kwame Nkrumah University of Science and Technology
- » Takoradi Technical University
- » Ho Technical University
- » Bolgatanga Technical University
- » Tamale Technical University
- » University of Port Harcourt, Nigeria

The Department of Textiles and Fashion is in collaboration with GIZ (German Agency for International Cooperation) Ghana organised a weaving project to train participants from the University and some interested members from the Winneba community. The three-week programme equipped participants with practical skills for weaving and the capacity to train others.

Exchange programmes in the Faculty

The Faculty has been involved with an exchange programme of students with the University College, Copenhagen for at least, the past 5 years.

Leibniz University Hannover, Germany

On January 1, 2023, the Department of Theatre Arts at the University of Education and the German Department at Leibniz University Hannover, Germany, signed a Memorandum of Understanding for Academic Exchange and Cooperation in preparation for an exchange program. The Leibniz Universitate Hannover has invited students and one supervisor from the department of theater arts to participate in a summer project. The first group of German students visited the department in March 2024. It is anticipated that they will return in June 2024.

Exploring Visual Culture (EVC)

Framework

In December 2018, the Department of Theatre Arts at the University of Education, Winneba, and the Kabawil e.V./Haduwa arts & culture institution, Germany, inked a Memorandum of Understanding with the purpose of facilitating cross-cultural exchanges. The German team has made multiple visits to the department. Students and supervisors from the Department of Theatre Arts have also visited the Germans on couple of occasion which culminated into performance. The last visit of the Germans to the Department was in March, 2024.

RESEARCH FOCUS

The main focus for the Centre of Research Culture and Creative Arts (CeRCCA) is to promote Culture and Creative Arts in Ghana and beyond.

This will help in the area of

- » knowledge creation, innovation and preservation of culture,
- » dissemination and commercialization of Ghanaian/African culture and the creative arts.
- » innovative pedagogical best practices for ensuring the creation, dissemination and commercialization of artistic praxis of the School.
- » local and foreign Attachment Programmes for graduate/ undergraduate students in SCA, particularly focusing on the Creative Arts.
- » research partnerships with universities locally and internationally.

RESEARCH AGENDA

The research agenda of the School of Creative Arts is directly aligned with promoting quality education in the arts and contributing to Sustainable Development Goal 4 (SDG 4), which advocates for inclusive, equitable education for all. The School aims to equip students with relevant creative skills for employment and entrepreneurship, fostering innovation in the creative industries. Additionally, the research agenda emphasizes the integration of social, environmental, health, economic, human rights, ethical, and cultural dimensions of sustainable development. Through its research, the School seeks to address these aspects at local, national, and global levels, supporting creative solutions for sustainable growth.

Relationship of the School of Creative Arts' Research Agenda with the Sustainable Development Goals (SDGs), Corporate Strategic Plan (CSP), and National Development Plan (NDP)

The School of Creative Arts' research agenda is closely aligned with the Sustainable Development Goals (SDGs), addressing key areas such as quality education (SDG 4), decent work and economic growth (SDG 8), reduced inequalities (SDG 10), and sustainable cities and communities (SDG 11). By fostering creativity, cultural heritage preservation, and entrepreneurship in the arts, the agenda supports the corporate strategic plan's focus on innovation, cultural diversity, and social inclusion. Additionally, the research agenda contributes to the National Development Plan's priorities of promoting creative industries, preserving cultural identity, and enhancing economic development.



INSTITUTE FOR EDUCATIONAL RESEARCH AND INNOVATION STUDIES (IERIS)

Brief History

The Institute for Educational Research and Innovation Studies (IERIS) was established in the year 2013 to play a leading role in educational research and innovations in the University of Education, Winneba. Its mandate is to conduct research into the practice of basic education, education management and leadership, and educational policies at the institutional, national and international levels.

The Institute for Educational Research and Innovation Studies is made up of three departments namely:

1. Centre for School and Community Science and Technology Studies (SACOST)
2. National Centre for Research into Basic Education (NCRIBE)
3. Centre for Educational Policy Studies (CEPS)

Vision

The vision of IERIS is to be a global centre of research excellence for educational innovation and development.

Mission

The mission of IERIS is to promote a culture of research and innovation and the development of human resources in educational research and use of evidence-based information to promote the practice and formulation of educational policies.

Core Activities of the Institute

- » Promote a culture of research and policy development in UEW through skills and postgraduate research work.
- » Strengthen research and development activities of research and innovation systems in the University.
- » Oversee the research and development activities of research and development activities of research centres of the University.
- » Promote post-graduate education, especially doctoral research studies and workshops.
- » Undertake contract research/training on issues of critical importance for the improvement of the educational system.
- » Support research, teaching and fundraising activities of the various centres and collaborate with DRID to raise funds for research in the Institute.
- » Create strong networks and partnerships with MoE, GES, inter-governmental institutions, MMDAs, Colleges of Education, IEPA, universities, NGOs and development partners in order to implement and or finance training, advocacy and research programmes.
- » Provide MoE with evidence-based data through policy briefs, reports and meetings /seminars to aid decision-making.

- » Help the centres in the institute to develop their strategic priorities and mobilize resources in order to ensure greater autonomy.
- » Undertake regular assessment and evaluation of the institute's capacity and performance.
- » Organize national and international meetings/seminars/conferences to share the findings and experiences of the institute.
- » Create an environment for collaboration among the centres within IERIS and the rest of the university.
- » Attract and motivate seasoned researchers from other countries to participate in joint research activities.
- » Provide a platform for multidisciplinary studies and innovation research and development.

Research Partners

- » National Teaching Council (NTC)
- » Transforming Teaching, Education and Learning (T- TEL)
- » Ghana Tertiary Education Commission (GTEC)
- » Plan Ghana
- » Volvo Research and Education Foundation, Sweden
- » Ghana Association of Teachers (GNAT)
- » National Association of Graduate Teachers (NAGRAT)
- » United States Agency for International Development (USAID)
- » Japanese International Cooperation Agency (JICA)
- » United Nations Educational Scientific Cultural Organization (UNESCO)

- » United Nation Children's Fund (UNCEF)
- » Ghana Education Service (GES)
- » Department for International Development (DfID)
- » Norwegian Directorate for Higher Education and Skills
- » Association of African Universities (AAU)

Research Focus Areas

The broad research areas of IERIS are educational policy and practice, school community science and technology and basic education development and research.

Sub - themes

- » School community relationship
- » Education assessment
- » Access and equity
- » Teacher quality
- » Language Policy and Advocate
- » Inclusive education
- » Teacher continuing professional development
- » School improvement and reforms
- » Higher education
- » Scientific, Technology, Engineering and Mathematics (STEM)
- » Indigenous scientific knowledge
- » Curriculum and instruction
- » Educational resource and educational planning
- » School plant
- » Youth issues and education
- » Educational financing

Research Agenda

IERIS as a research Institute aims to promote capacity building through short courses, training and development programmes using innovate approaches. The approach is a long-term effort to stimulate the development of competent human capital for national development

Relationship of Faculty's Research Agenda with Sustainable Development Plan Goals, Corporate Strategic Plan and National Development Plan

The IERIS Research Plan, which is a reflection of the UEW research agenda of projecting the University as a Teaching and Research University, is linked to the Sustainable Development Goal (SDG4) which aims at ensuring inclusive and quality education for all and promoting life– long learning. IERIS serves as a link in promoting academic leadership for actualizing the SDG by promoting a research culture, innovation and manpower development. These efforts will lead to evidence-based information and data that are useful for achieving the SDG4 and Ministry of Education (MOE) strategic plan 2018-2030. The MOE Strategic Plan seeks to provide an objective assessment of education for formulating educational policy and programmes relating to educational finance and management, basic education, secondary education, technical and vocational education, inclusive and special education, non-formal and tertiary education.

APPENDIX

Keywords from Sub-Themes (all faculties/schools) and Grouping them Under the Main Themes

1. Innovation, Technology & Entrepreneurship

1. Technological Integration
2. Digital Counselling
3. AI in Education
4. Learning Analytics
5. EdTech
6. ICT Governance
7. Online Safety
8. E-learning Innovations
9. Innovation Diffusion
10. EdTech in Biology
11. AI Development
12. Nanotechnology
13. Research Software
14. Internet Connectivity
15. Library Development
16. Entrepreneurial Education
17. MIS
18. Fintech
19. Online Sales
20. Supply Chain Management
21. Green HRM
22. Climate Reporting
23. Business Education
24. AI Journalism
25. AI Writing
26. Green Journalism
27. Media Education
28. Visual Communication
29. Textbook Evaluation
30. Language EdTech
31. Translation Studies
32. Digital Humanities
33. Goethe Studies
34. Textile Innovations
35. Fashion Technology
36. Sports Technologies
37. Virtual Reality
38. Technology in Arts
39. Digital Art
40. Production Techniques
41. Emerging Technologies
42. Wearable Technology
43. Design & Aesthetics
44. Technological Innovations
45. Arts Market
46. Art Business
47. Creative Economy
48. Collaborative Design
49. Branding
50. Individual Well-being
51. Personal Development
52. Psychological Resilience
53. Youth Development
54. Educational Relationships
55. Educational Tradition
56. Educational Inclusion
57. Social-Emotional Supports
58. Educational Equity
59. Teacher Development
60. Program Evaluation
61. Trauma Psychology
62. Educational Policy
63. Curriculum Development
64. School Improvement
65. Educational Monitoring
66. School Leadership
67. Teaching Factors
68. Integrated Teaching
69. L2 Teaching
70. PhD Programmes
71. Graduate Research
72. Graduate Mentorship
73. Academic Seminars
74. Research Assistants
75. Faculty Workload
76. Staff Offices
77. Faculty Motivation
78. Grantsmanship Training
79. Research Documentation
80. Journal Indexing

2. Education, Development & Research

81. Research Publications
82. Teacher Training
83. Resource Management
84. Resource Acquisition
85. School Management
86. Educational Supervision
87. Needs Assessment
88. School Enhancement
89. Multicultural Pedagogy
90. Literature Pedagogy
91. Translation Analysis
92. Translation Criticism
93. Translanguaging
94. L2 Research
95. Multicultural Education
96. Special Needs Education
97. Special Education
98. Differentiated Instruction
99. Inclusive Physical Activity
100. Sports Training
101. Physical Education
102. Sports Economics
103. Research Funding
104. University Research Funding
105. Research Funding Efficiency
106. Research Partnerships
107. Research Mentorship
108. Artist Training
109. Inclusivity in Arts
110. Public Art & Space
111. Interdisciplinary Approaches
112. Critical Pedagogy
113. Arts Development
114. Arts Advocacy
115. Policy Development & Implementation
- 3. Policy, Leadership, Governance & Infrastructure**
116. Resource Management
117. Resource Acquisition
118. School Management
119. Educational Supervision
120. Needs Assessment
121. School Enhancement
122. Policy, Leadership, Governance & Infrastructure
123. Technological Integration
124. ICT Governance
125. Online Safety
126. Climate Reporting
127. Fintech
128. Integrated Marketing
129. Organizational Communication
130. Communication Policy
131. Communication Research
132. Rural Communication
133. Language Policy
134. Grantsmanship Training
135. School Leadership
136. Stakeholder Engagement
137. Tech Leadership
138. Corporate Finance
139. Financial Supervision
140. Research Funding
141. University Research Funding
142. Research Funding Efficiency
143. Research Partnerships
144. Research Mentorship
145. Cultural Policy
146. Arts Advocacy
147. Policy Development & Implementation
148. Cultural Diplomacy
149. Arts Development
- 4. Culture, Diversity, Family & Communication**
150. Cultural Counselling
151. Family Infertility
152. Family Dynamics
153. Family Research
154. Family Technology
155. Gender Studies
156. Indigenous Digitization
157. Indigenous Literature
158. Indigenous Media
159. Intercultural Conflict
160. Cultural Practices
161. Communication and Culture
162. Media Education
163. Visual Communication
164. Public Speaking
165. Language Games
166. Rhetorical Communication

- | | | |
|--------------------------------|---------------------------------------|--|
| 167. Communication Policy | 197. Literary Criticism | 228. Consumer Behaviour |
| 168. Communication Research | 198. French Literature | 229. Arts and Social Change |
| 169. Rural Communication | 199. Francophone Gender Studies | 5. Health, Environment, Safety & Sustainability |
| 170. Sociolinguistics | 200. Comparative Literature | 230. Environmental Conflict |
| 171. Linguistics | 201. Digital Humanities | 231. Therapeutic Play |
| 172. Ghanaian Linguistics | 202. Multicultural Pedagogy | 232. Emotional Health |
| 173. Applied Linguistics | 203. Literature Pedagogy | 233. Trauma Therapy |
| 174. Prosody | 204. Translation Studies | 234. Environmental Health |
| 175. Language Policy | 205. Comparative Linguistics | 235. Gerontology |
| 176. Language Acquisition | 206. Translation Analysis | 236. Vulnerability |
| 177. Pragmatics | 207. Translation Criticism | 237. Substance Abuse |
| 178. Stylistic Analysis | 208. Translanguaging | 238. Creative Therapy |
| 179. Language Socialization | 209. Multicultural Education | 239. Community Engagement |
| 180. Vocabulary Acquisition | 210. Special Needs Education | 240. Social Equity |
| 181. French Pragmatics | 211. World Englishes | 241. Aging Studies |
| 182. Foreign Language Teaching | 212. Multicultural Education | 242. Consumer Studies |
| 183. Phonological Interference | 213. Gender Violence | 243. Environmental Assessment |
| 184. Linguistic Transfer | 214. Gender and Sports | 244. Sustainable Housing |
| 185. Business French | 215. Cultural Heritage Preservation | 245. Family Research |
| 186. Second Language Teaching | 216. Arts Evolution | 246. Family Dynamics |
| 187. Language Assessment | 217. Cultural Identity | 247. Family Transitions |
| 188. Language Phonology | 218. Global and Cultural Perspectives | 248. Sanitation Interventions |
| 189. Language EdTech | 219. Cultural Expressions | 249. Hydro-health |
| 190. Language Methodology | 220. Cultural Conflicts | 250. One Health |
| 191. Goethe Studies | 221. Decolonisation | 251. Waste Management |
| 192. German Colonialism | 222. Glocal Citizenship | 252. Climate Sanitation |
| 193. Cultural Diplomacy | 223. Fashion and Identity | 253. Bioethics |
| 194. German Environment | 224. Musicology | 254. Health Policy |
| 195. German Gender Studies | 225. Playwriting | 255. Health Rights |
| 196. Francophone Literature | 226. Typography | 256. Maternal Health |
| | 227. Visual Communication | 257. Chronic Diseases |
| | | 258. Health Quality |

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| 259. Reproductive Health | 294. Home Economics |
| 260. Health Equity | 295. Nutrition Education |
| 261. Activity Behavior | 296. Family Technology |
| 262. Outdoor Sustainability | 297. Eco-friendly Living |
| 263. Exercise Monitoring | 298. Soil Health |
| 264. Physical Activity | 299. Organic Agriculture |
| 265. Lifestyle Interventions | 300. Ecosystem Services |
| 266. Health Clothing | 301. Sustainable Energy |
| 267. Fitness Care | 302. Energy Efficiency |
| 268. Activity Energy | 303. Green Chemistry |
| 269. Activity Health | 304. Waste Reduction |
| 270. Sports Management | 305. Recycling Technologies |
| 271. Exercise Physiology | 306. Circular Economy |
| 272. Food Safety | 307. Ecological Education |
| 273. Nutrition Assessment | 308. Sustainability |
| 274. Sports Nutrition | 309. Arts and Environment |
| 275. Meal Management | 310. Sustainable Art |
| 276. Food Development | 311. Eco-Friendly Textiles |
| 277. Food Toxicology | 312. Ethical Design |
| 278. Nutrient Security | 313. Ethical Fashion |
| 279. Plant Nutrition | 314. Art Material Science |
| 280. Life Cycle Nutrition | 315. Arts Therapy |
| 281. Healthy Diet | 316. Arts and Medicine |
| 282. Hospitality Management | 317. Music Business |
| 283. Garment Production | 318. Immersive Theatre |
| 284. Sustainable Fashion | |
| 285. Fashion Technology | |
| 286. Clothing Psychology | |
| 287. Fashion History | |
| 288. Textile Innovations | |
| 289. Contemporary Fashion | |
| 290. Entrepreneurship | |
| 291. Textile Education | |
| 292. Textile Challenges | |
| 293. Fashion Marketing | |



UNIVERSITY OF
EDUCATION, WINNEBA

Research Agenda

Enhancing Visibility and
Internationalisation Through
Research, Innovation and
Development