Ugandan Teachers Epistemological Beliefs and Child-Led Research: Implications for Developing Inclusive Educational Practice

How to cite:


For guidance on citations see FAQs.

© 2019 Informa UK Limited, trading as Taylor Francis Group

https://creativecommons.org/licenses/by-nc-nd/4.0/

Version: Supplementary Material

Link(s) to article on publisher’s website:
http://dx.doi.org/doi:10.1080/1034912X.2019.1699647

Copyright and Moral Rights for the articles on this site are retained by the individual authors and/or other copyright owners. For more information on Open Research Online’s data policy on reuse of materials please consult the policies page.

oro.open.ac.uk
Figure 1. Occupation of Respondents
Figure 2  Respondents’ Type of school
Figure 3. Respondents beliefs (n=187) about where children with special educational needs learn most effectively.