

## Mr. Joseph Reginard Milinga

Assistant Lecturer



Mr. Milinga completed his first degree, Bachelor of Education in Arts, from the University of Dar es Salaam (UDSM) in 2009, and joined Mkwawa University College of Education teaching staff as Tutorial Assistant in the same year. Subsequently, he progressed for Master of Arts in Applied Social Psychology degree programme from 2011 and completed in 2013 from the University of Dar es Salaam.

Currently, Mr. Milinga is an Assistant Lecturer in Educational Psychology and has been serving as Head of the Department of Educational Psychology and Curriculum Studies in the Faculty of Education from January 2016 to 2018. He teaches educational psychology courses including Introduction to Educational Psychology; Counselling and Special Needs Education, and Educational Measurement and Evaluation. Mr. Milinga is particularly interested in the study of human exceptionality, inclusive education as well as social psychology, and how these relate to and inform about teacher education and professional development. This puzzle has inspired him to make human diversity and social justice in education key issues in his career goals. Accordingly, Mr. Milinga researches on these areas with presently having a good number of publications in referred journals.

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### Publications:

#### *Published Journal Articles:*

**Milinga, J. R., & Possi, M. K.** (2018). Helping behaviour and self-esteem of the helped in inclusive schooling: A double-edged sword? *Journal of Advocacy, Research and Education*, 5(1), 45-58. Available at [http://www.kadint.net/journals\\_n/1528375872.pdf](http://www.kadint.net/journals_n/1528375872.pdf)

Possi, M. K., & **Milinga, J. R.** (2017). Special and inclusive education in Tanzania: Reminiscing the past, building the future. *Educational Process: International Journal*, 6(4), 55-73. Available at [http://edupij.com/files/1/articles/article\\_106/EDUPIJ\\_106\\_article\\_5a36bdb2e64d3.pdf](http://edupij.com/files/1/articles/article_106/EDUPIJ_106_article_5a36bdb2e64d3.pdf)

Possi, M. K., & **Milinga, J. R.** (2017). Learner diversity in inclusive classrooms: The interplay of language of instruction, gender and disability. *Malaysian Online Journal of Educational Sciences (MOJES)*, 5(3), 28-45. Available at <http://mojes.um.edu.my/index.php/MOJES/article/view/12522/8091>

**Milinga, J. R.** (2016). Enhancing teacher preparation for inclusion in universities and university colleges in Tanzania through prosocial education. *Turkish Journal of Teacher Education*, 5(2), 127-144.

**Milinga, J. R.** (2016). Educating students with disabilities in inclusive schools: Results from two schools in Tanzania. *Journal of Advocacy, Research and Education*, 7(3), 134-147. Available at [http://www.kadint.net/journals\\_n/1484738609.pdf](http://www.kadint.net/journals_n/1484738609.pdf)

**Milinga, J. R., & Possi, M. K.** (2015). Sighted students' prosocial behaviour towards assisting peers with visual impairment in Tanzania inclusive secondary schools. *International Journal of Educational Development in Africa*, 2(1), 15-40.