



## Centre for Mathematics, Science and Technology Education in Africa (CEMASTE)

### Research and Development Knowledge Management

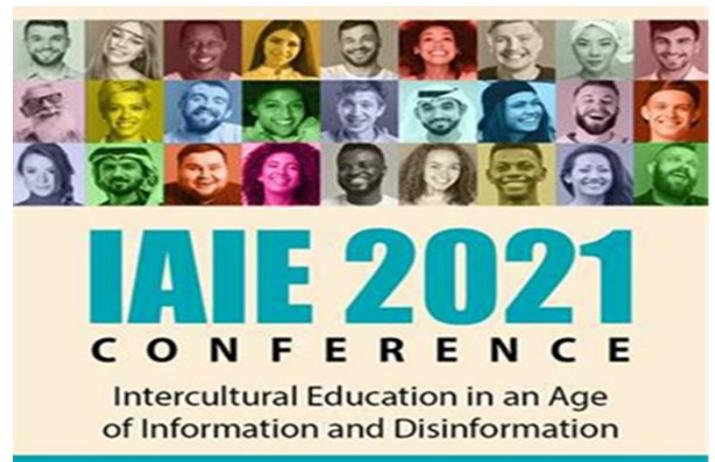
STRENGTHENING OF TEACHERS' PROFESSIONAL CAPABILITIES TO LEVERAGE ON TECHNOLOGY TO INTERRUPT COVID-19 PANDEMIC'S DISRUPTION OF ACTIVE LEARNING: A CASE OF CEMASTE, KENYA

#### Abstract\*

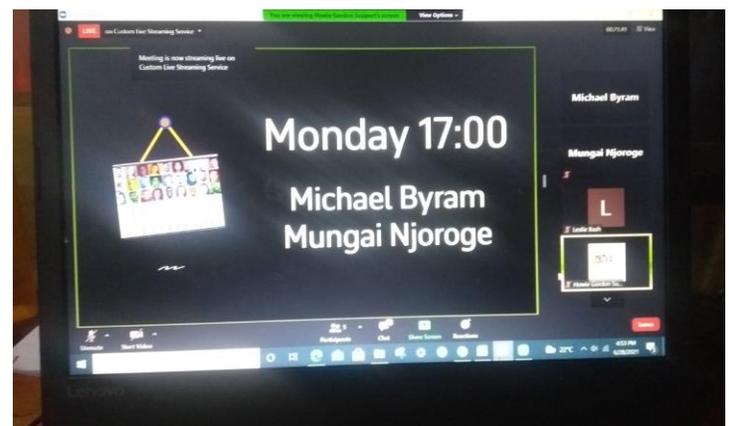
The advent of Covid-19 pandemic prompted a disruption of face-to-face teaching and learning process. As continuity of learning became a necessity, due to prolonged uncertainty of when Covid-19 pandemic would end to return normalcy in the education sector, leveraging on technology to debunk Covid-19 pandemic's disruption of active learning became a popular intervention of choice for many countries. However, this intervention catapulted most teachers and learners to an unfamiliar territory of online teaching that escalated inequity in education access, particularly, in spaces where digital divide is prevalent. This lecture shares experiences of strengthening of teachers' professional capabilities to leverage on technology to facilitate active learning. In particular, lessons on online teacher professional development interventions by the Centre for Mathematics and Science Education in Africa (CEMASTE) during the covid-19 pandemic in Kenya.

**Keywords:** active learning, continuity of learning, Covid-19 pandemic, professional capabilities

\*Abstract of lecture by Dr. Mungai Njoroge representing CEMASTE



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