

The effect of common attributes of Design Thinking and Play-based teaching approaches on raising holistic learning outcomes at Primary school level in Tanzania

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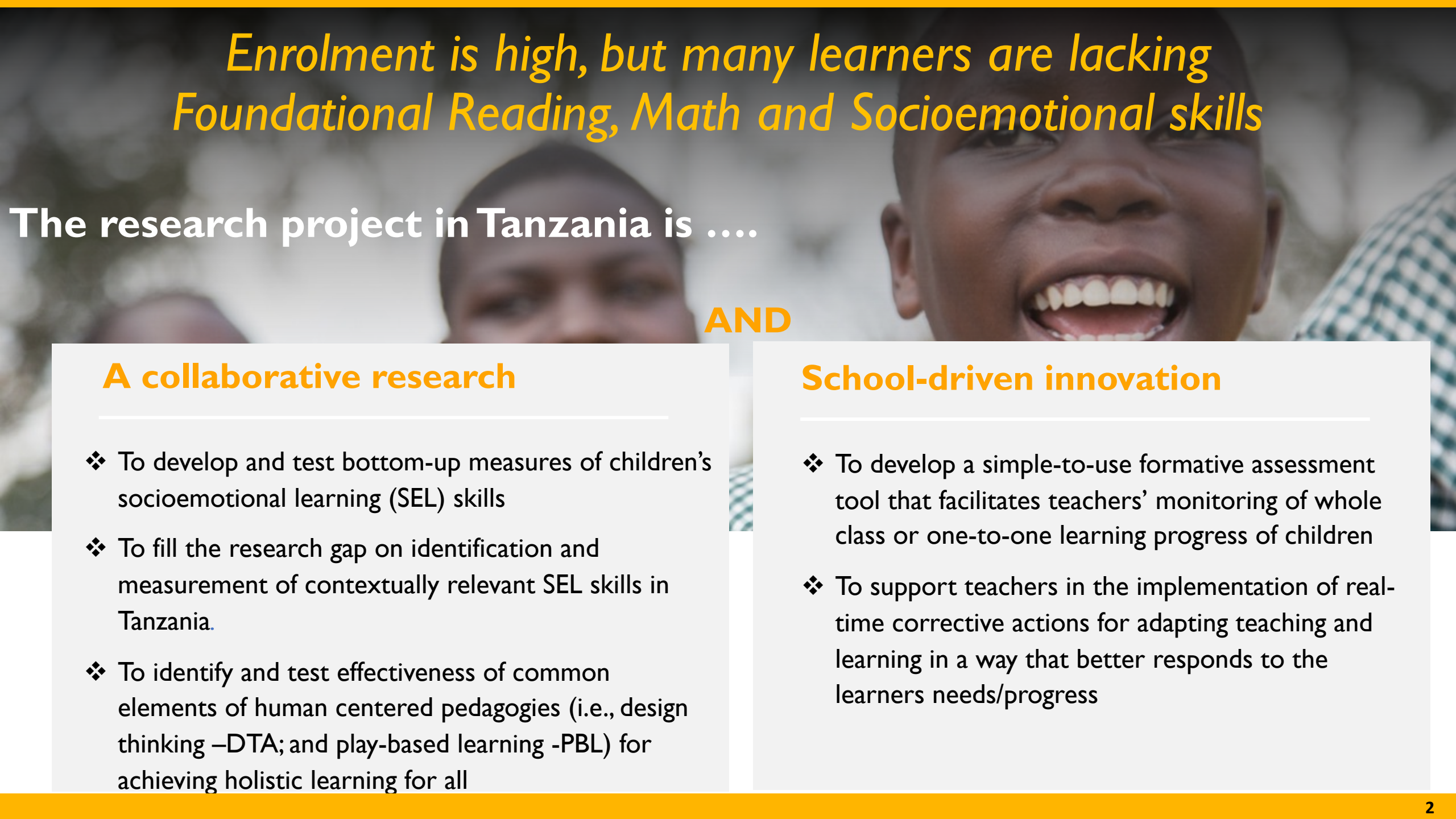
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SCHOOLS
2030



Enrolment is high, but many learners are lacking Foundational Reading, Math and Socioemotional skills

The research project in Tanzania is

AND

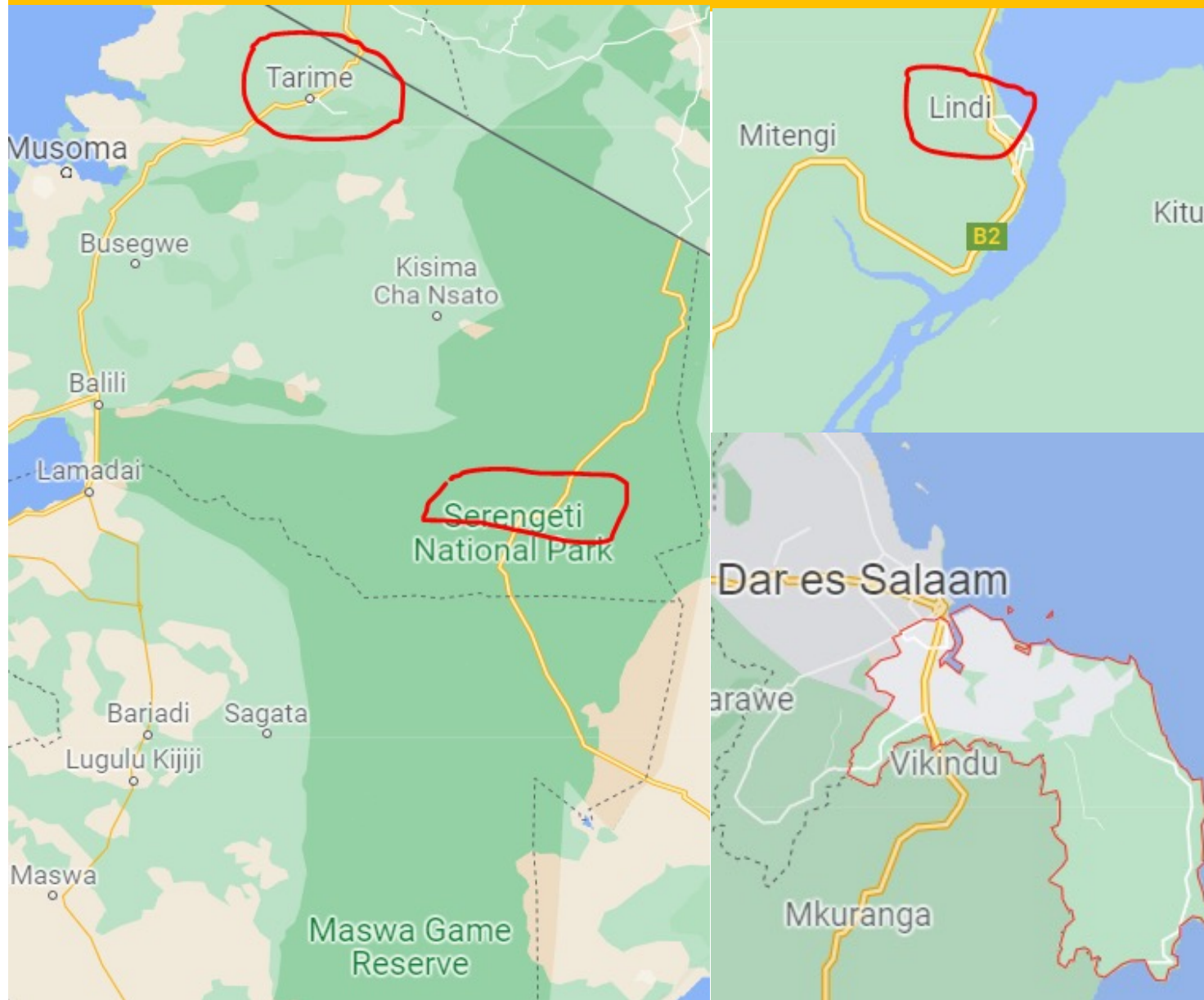
A collaborative research

- ❖ To develop and test bottom-up measures of children's socioemotional learning (SEL) skills
- ❖ To fill the research gap on identification and measurement of contextually relevant SEL skills in Tanzania.
- ❖ To identify and test effectiveness of common elements of human centered pedagogies (i.e., design thinking –DTA; and play-based learning -PBL) for achieving holistic learning for all

School-driven innovation

- ❖ To develop a simple-to-use formative assessment tool that facilitates teachers' monitoring of whole class or one-to-one learning progress of children
- ❖ To support teachers in the implementation of real-time corrective actions for adapting teaching and learning in a way that better responds to the learners needs/progress

Study Locations in Tanzania



PBL Intervention Areas

❖ Tarime & Serengeti Districts

• Design Thinking Intervention Areas

❖ Temeke & Lindi Districts

Study/Research Approach

Phase I

- ❖ Rapid Ethnographic study with 80 primary 4 children, 20 educators, 40 caregivers in 10 non-intervention school communities to develop context-relevant SEL measures/items through ranking methodology – November 2021
- ❖ Pilot-test the developed SEL measures with 300 primary 4 children to assess the psychometric properties (*construct validity, internal consistency reliability, and inter-rater reliability*) of the scores. – Nov to December 2021
- ❖ Desk research and KII with experts to identify and confirm the common elements of DTA and PBL – Dec 2021

Phase II

- ❖ Assess 800 primary 4 children from 40 schools in 4 intervention districts on validated SEL competencies and academic skills
 - ❖ Data Collection Point 1: Jan –March 2022
 - ❖ Data Collection Point 2: Jan –March 2023



Expected Outputs from the Research

School-level

- ❖ Summarised the research report in a teacher-friendly brochure
- ❖ A Simple easy-to use formative assessment tool for teachers' use in class to support children's learning

Ministry of Education

Policy brief highlighting context relevant SEL competencies and key pedagogical elements which could facilitate children's development of holistic skills for consideration in primary education curriculum

Peer national and international NGOs

- ❖ Validated contextually relevant SEL skills measures for use in monitoring and evaluating quality education interventions in Tanzania
- ❖ Publication in a peer-review journal article to widely disseminate research findings

Donor & Education Research Community

- ❖ Research Report
- ❖ Paper presentation at International Education conference



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