



# WHAT WORKS HUB TIE-ED LAB

**STRENGTHENING EVIDENCE UPTAKE AND USE BY GOVERNMENTS**

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TIE**

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# ABOUT TIE-ED LAB



- An educational research laboratory.
- Design research to identify opportunities to improve the implementation of the NF-TCPD policy, and the roll-out of the revised curriculum.
- Leverage Tanzania Institute of Education's pivotal role in curriculum and training materials development.



# ED-LAB TEAM

- Prof James Habyarimana
- Dr Aneth Komba
- Dr Richard Shukia
- Prof Adrienne Lucas
- Prof Jacobus Cilliers

## PRINCIPAL INVESTIGATORS

Anthony Mwambanga

## PROJECT MANAGER

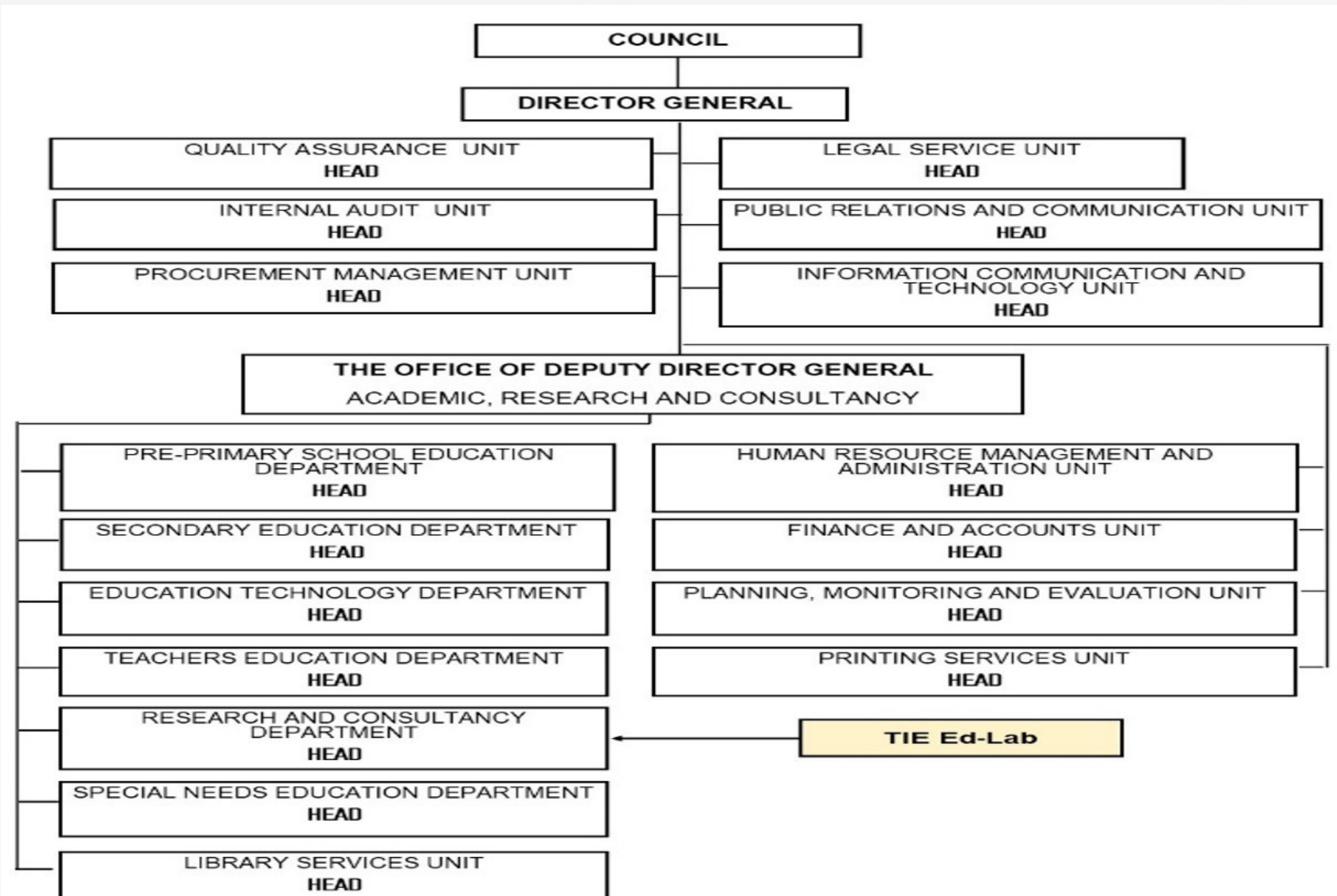
Ali Hamza

## DATA AND RESEARCH MANAGER

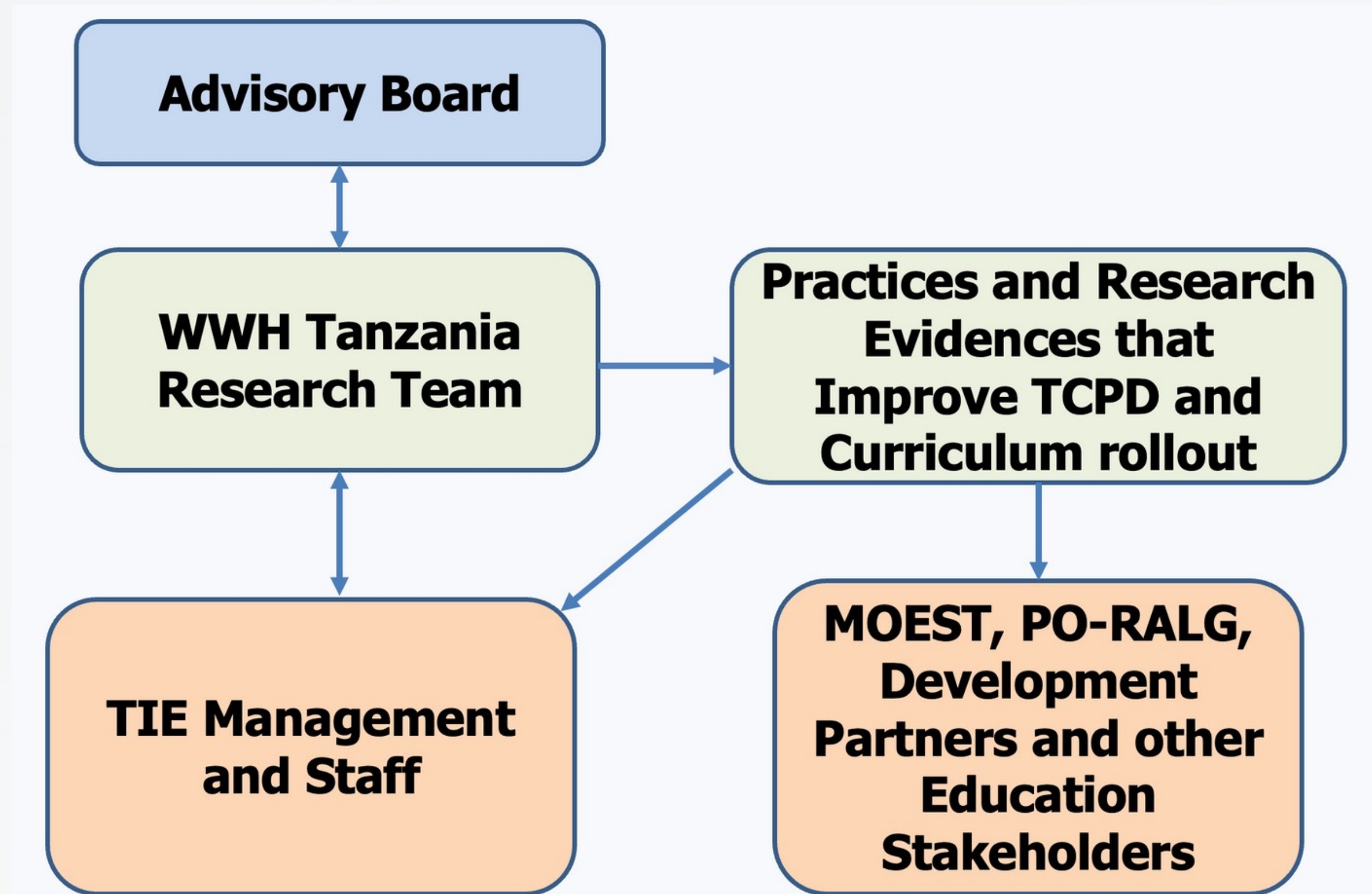
- Doreen Samuel
- Onesphory Sedekia

## TIE EDLAB FELLOWS

# TIE ORGANISATION STRUCTURE



# TIE-ED LAB STRUCTURE



# IT'S ROLES

## Research

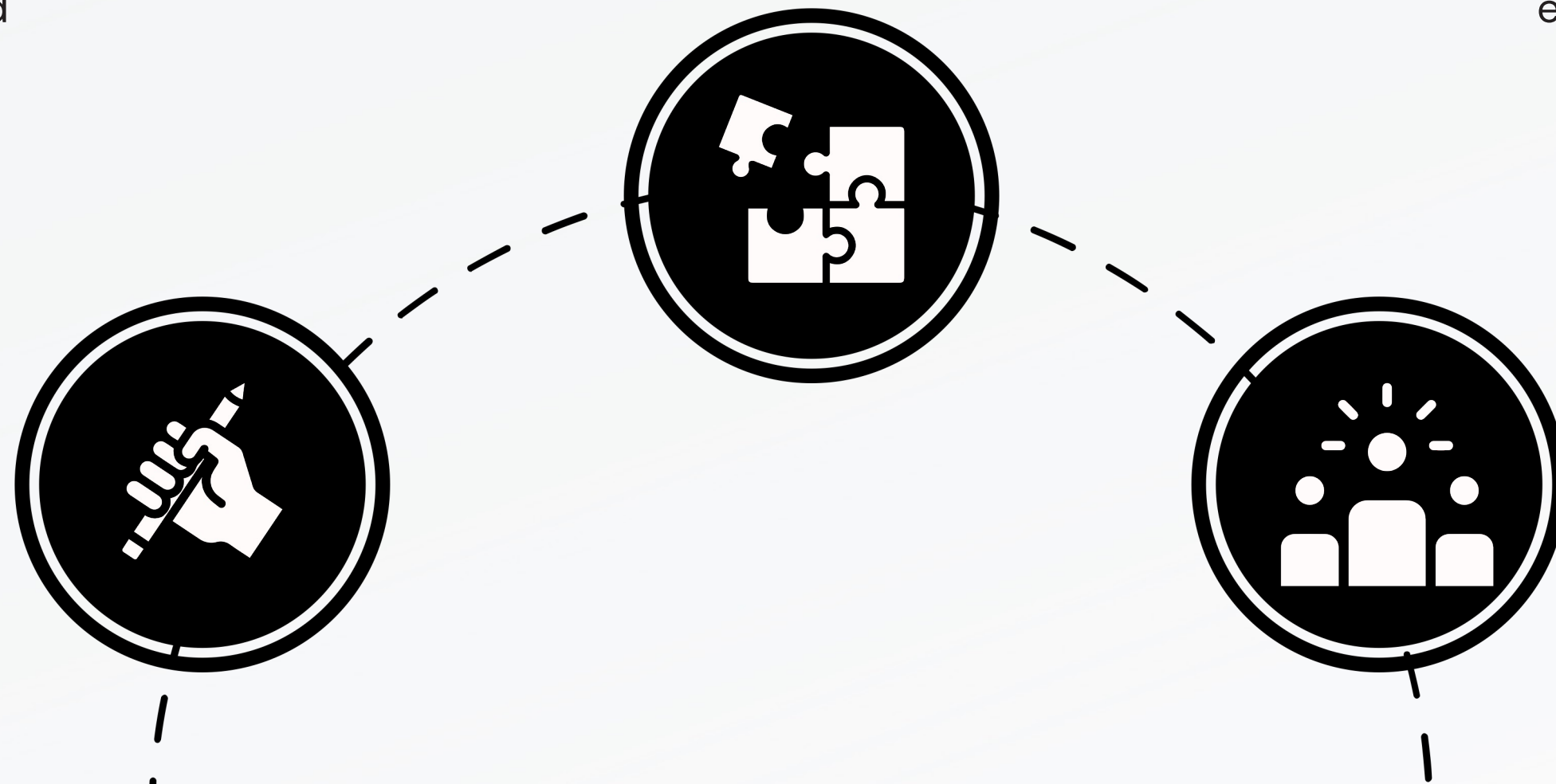
To design, implement and disseminate research in relation to TCPD and the roll-out of the revised curriculum

## What works

To translate evidence on “what works” with regard to the Continuous Teacher Professional Development and curriculum implementation

## Sustainability

To build research capacity at TIE and other agencies implementing education programs



# CURRENT FOCUS AREAS

## IDENTIFYING BARRIERS TO ELMS USAGE

Building on existing EdTech Hub Research

## INCREASING TEACHER ENGAGEMENT WITH THE LMS PLATFORM

- Leverage passive data to illustrate usage patterns
- Data Visualization to showcase geographic and access patterns
- Identifying modules with the highest attention across regions
- Leveraging WEOs and SQA monitoring to increase the likelihood that teachers adopt improved teaching practices through participating in TCPD

## ALIGNING IN-PERSON TRAINING SESSIONS WITH LMS CONTENT

- Surveys and focus groups of TCPD coordinators and teachers to learn about:
  - (a) teacher demand for CPD
  - (b) teacher competence and concerns with tablets
  - (c) teacher awareness and knowledge of eLMS content
- Identifying barriers such as high internet costs, inadequate training, and tablet malfunctions.

## MONITORING THE ROLL-OUT OF THE REVISED CURRICULUM

- Usage of phone and in-person surveys to measure teacher knowledge of the revised curriculum, perceptions, and fidelity of implementation
- Drawing a sample of "listening posts" from schools to track the implementation of the revised curriculum

# ON PROGRESS

## PHONE SURVEY

- Survey to identify unmet needs for delivery of revised curriculum.
- Focus on access to/duration of training, and knowledge of the revised curriculum.
- LMS Engagement.

### **Sampling Strategy:**

- Divide regions into 4 zones.
- Select the number of schools from each zone proportional to the number of students.
- Remote wards are identified by using mobile 3g coverage maps.

# ON PROGRESS

## PHONE SURVEY

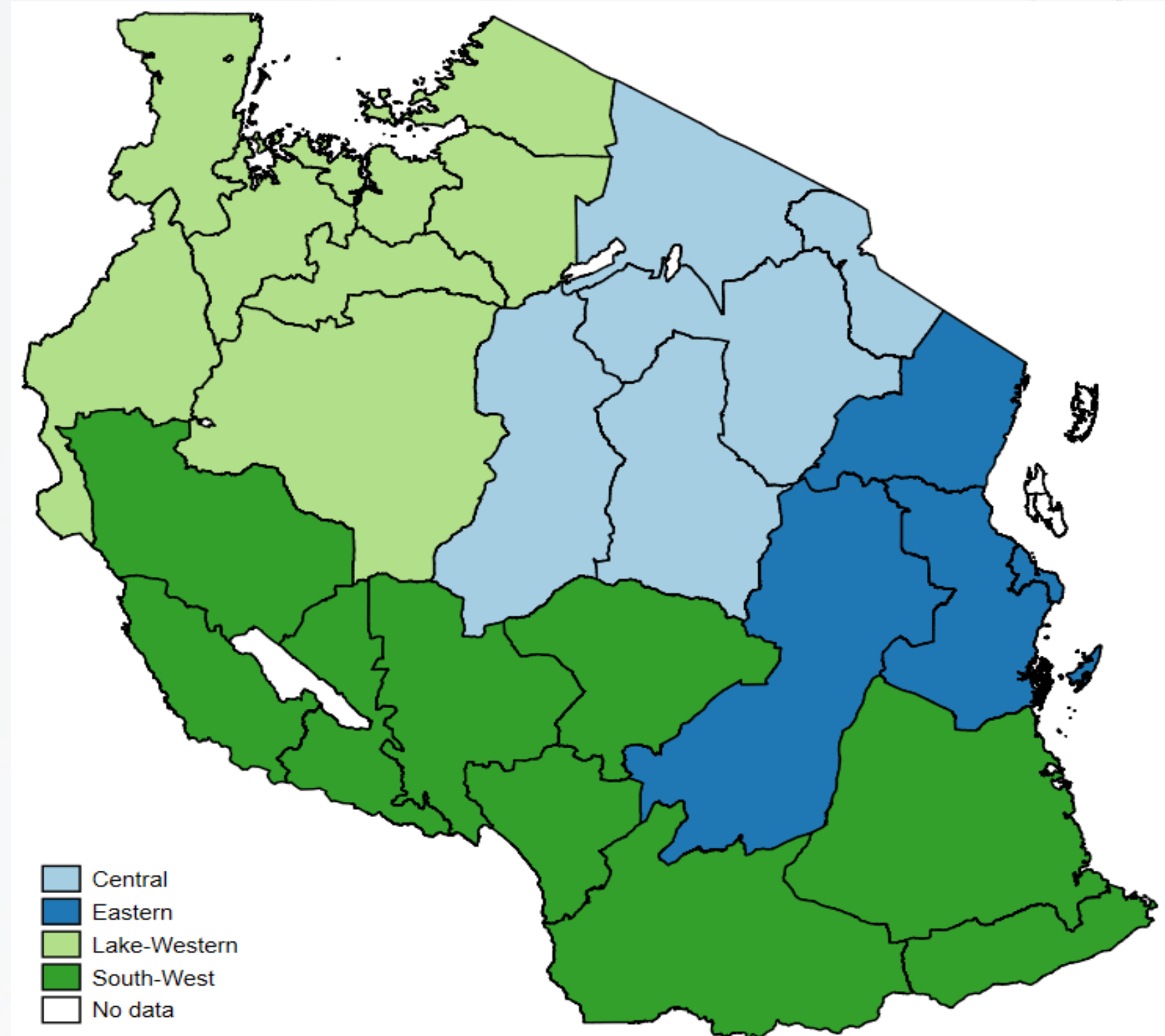


400 Schools



1600 respondents

Zone	Number of remote Schools	Number of non-remote school	Total Schools
Central	16	52	68
Eastern	4	72	76
Lake- Western	16	154	170
South-West	24	62	86



# ON PROGRESS

## SMS CAMPAIGN

- Focus on increasing teachers' engagement with the Learning Management System (LMS)
- Identify and address barriers to platform utilization.
- Facilitating log-in; new content
- Encouraging head teachers to promote utilization

# YEAR 2 WORKPLAN



- Preparation of monitoring surveys for Phase II of revised curriculum rollout.
- Enhancing effectiveness of Communities of Learning.
- Tracking textbooks distribution.



- Engagement with Advisory Group
- Year 1 Dissemination
- Feedback on Year 2 research design

**THANK'S FOR  
LISTENING**

