



The Higher Education eLearning Technologies International Conference (HiETeC-2024)

Date: 21-23 February 2024

Theme: Adoption of disruptive education technologies and pedagogical skills in a transformative higher education ecosystem

BOOK OF ABSTRACTS

Organized by: Daystar University and Amref International University

Higher Education eLearning Technologies International Conference (HiETeC-2024)

Conference PARTNERS



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About the Conference

In the 21st century, access to quality higher education is more important than ever, with the potential to significantly impact economic and social development. However, many regions, especially in Africa, still face significant barriers to education, including insufficient infrastructure, inadequate resources, and a lack of access to technology, a gap that was visible during the Covid 19 pandemic.

Theme: Adoption of disruptive education technologies and pedagogical skills in a transformative higher education ecosystem.

Sub Theme:

- The role of emerging disruptive education technologies in optimizing learning outcomes.
- Stimulation of social learning through digital innovations in higher education.
- The catalytic effect of disruptive education technologies and pedagogies in attainment of SDGs.
- Application of online pedagogy to impact on learners' behavior in distance education.
- The role of strategic partnerships and collaborations in delivery of distance education.
- Innovative disruptive technologies and pedagogies for special populations.



ABOUT DAYSTAR UNIVERSITY

Daystar University is a Christ-centered non-denominational institution of higher learning which exists to equip Christian servant leaders for the transformation of church and society. Founded in Bulawayo, Zimbabwe, as Daystar Publications in 1964, the institution was moved to Kenya in 1971 and registered as Daystar Communications, a non-profit organization in 1973 offering a five-week International Institute for Christian Communication (IICC) course. In 1976, Daystar Communications started a two-year post-high school diploma programme in Christian Communications, followed by a two-year M.A programme in Christian Communication and Christian Ministries in 1978, in collaboration with Wheaton College in Illinois, USA.

In April 1984, Daystar launched a four-year B.A. degree programmed in collaboration with Messiah College in Grantham, Pennsylvania, USA and changed its name to Daystar University College. On September 29, 1994, Daystar was granted a Charter by the Government of Kenya and became Daystar University. Since then, Daystar has continued to strengthen its academic offerings, research and extension services in response to emerging societal needs.

For more information visit: <https://www.daystar.ac.ke>



ABOUT AMREF INTERNATIONAL UNIVERSITY

Amref International University (AMIU) is an accredited institution of higher learning focused on training in health sciences and is fully owned by Amref Health Africa. AMIU is founded on the experience and intellect of Amref Health Africa, which is reputed with over 65 years of quality and innovative public and community health interventions, training and education. AMIU has nurtured leaders and shaped the future of public health practice in Africa for over 40 years under its predecessor Amref International Training Centre (AITC). We lead the way in health sciences education with a breadth of programmes. We focus primarily on health sciences with a commitment to progressively develop innovative programmes catering to the present and future needs of African populations. AMIU currently has an Institute of Research and Community Extension, a School of Public Health and a School of Medical Sciences. For more information visit www.amref.ac.ke



Conference Host and Co-host



Vice Chancellor, Daystar University

Prof. Laban P. Ayiro, PhD

Prof. Laban P. Ayiro has held various positions throughout his career. He started as a Chemistry teacher and later became the Principal of several High Schools. He has also served as the Provincial Director of Education, Deputy Director of Staff Training at the Kenya Education Management Institute, Senior Deputy Director for Policy and Planning at the Ministry of Education Headquarters, and Senior Deputy Director for Research and Curriculum Development at the Kenya Institute of Curriculum Development. At Moi University, he held the positions of Director of Quality Assurance and Standards, Ag. Deputy Vice Chancellor Administration, Planning and Development, and Ag. Vice Chancellor.

Prof. Ayiro is a Senior Fulbright Scholar, having studied in the USA in 2011-2012, where he taught and conducted research at the University of Texas A&M. He is highly regarded as a consultant in the fields of Research, Organizational Leadership, and Performance. Additionally, he is a professor specializing in Research Methods and Statistics.

With over twenty publications to his name, Prof. Ayiro has an extensive research and publication track record



Vice Chancellor, Amref International University

Prof. Joachim Osur

Joachim Osur is a Professor of Public Health as well as a Sexual and Reproductive Health practitioner. He is the Vice Chancellor, Amref International University. He is a leader with wide experience in building sustainable health systems in Africa. He is also a specialist in higher education with a focus in building fit for purpose health workforce for African health systems.

He is a medical practitioner specialized in Sexual Medicine and continues to attend to patients in his line of specialization. Among others he holds a Bachelor's degree in Medicine and Surgery; a Masters in Public Health; a PhD in Reproductive health and a Fellowship in Sexual Medicine. He is board member of several governmental and non-governmental organizations. He is a well published researcher with interests in Senga health, a growing area of interest on how indigenous knowledge and practices affect sexual and reproductive health.

Conference Speakers



Prof. Mike Kuria

Prof. Mike Kuria is the CEO of the Commission for University Education (CUE), in Kenya. Previously, he was the Deputy Executive Secretary of the Inter-University Council for East Africa (IUCEA) whose mandate included quality of higher education in the East African Community (EAC) Partner States. Kuria has a wide experience with higher education and quality in the region having been the Director, Centre for Quality Assurance at Daystar University in Nairobi, Kenya for 10 years.

From 2011-2015 he was the coordinating expert for a regional higher education quality assurance initiative by IUCEA in partnership with the German Academic Exchange Services (DAAD) in which he coordinated several capacity-building exercises including a regional QA framework for East Africa with supporting Handbooks “A Roadmap to Quality”. He was the founding Secretary General of the East African Quality Assurance Network (EAQAN). He holds a PhD in English from the University of Leeds, UK.



Dr. Kendi Muchungi

Dr. Muchungi holds a PhD – Computational Neuroscience, and a master's degree (Distinction) Management and Information Systems, from University of Surrey, United Kingdom. She also holds a Bachelor of Science degree in Computer Science from the Africa Nazarene University, Nairobi, Kenya and a Postgraduate Diploma in Advanced Web Development in E-Business from Humber College, Canada.

Prior to joining Aga Khan University, Dr Muchungi honed her expertise as the Communications and Technology Lead, and the Monitoring, Evaluation and Learning team member with the Transforming Employability for Social Change in East Africa (TESCEA) Project through the Department for International Development, United Kingdom. In her last engagement, she was a Lecturer and Programme Leader at the Africa Nazarene University, where she is working on introducing new pedagogies for curriculum efficacy in a technology-centric environment. In addition, Dr Muchungi is the co-founder of Nikola Energy, a waste-to-energy start-up founded in 2017, focused on conservation of resources to ensure financial inclusion and personal empowerment of the marginalized.

Dr Muchungi's latest role is as a Manager, Education and Technology & Specialist, Strategic Partnerships Development at the Aga Khan University, as an implementation scientist within the Brain and Mind Institute. BMI's mandate is to promote the mental health agenda by actively seeking out collaborations within The Aga Khan Development Network and without to promote awareness and the destigmatization of mental health in a stepped approach. Dr Muchungi's diverse wealth of experience in emerging technologies, science, design, and development of pragmatic solutions will contribute towards the attainment of this vision within the Region, by the introduction of innovative and localized interventions.

Conference Speakers



Prof. Carolyne Omulando

Prof. Carolyne Omulando is a Professor of Education, Communication and Technology, currently serving as the Deputy Vice Chancellor (Academic Affairs) at Open University of Kenya. She holds a Bachelor of Education (Arts) degree in English and Literature, Master of Philosophy in Educational Communication and Technology (English Language Education) and a Doctor of Philosophy in English Language Education, all attained from Moi University, Kenya.

Prof. Carolyne Omulando's professional journey is marked by remarkable achievements and leadership roles in academia. She began her teaching career as a high school teacher and has risen through the ranks to the level of a Full Professor of Education in Educational, Media, and Technology. She has served in various leadership capacities while in university teaching service, among them the most notable are the founding Dean School of Education and Social Sciences at Alupe University and Director Open Distance Education, KCA University.

Carolyne's commitment to education goes beyond the classroom. She has supervised and mentored 46 Masters Students and 12 PhD students, guiding them to successful graduations and served as an external examiner in various universities. Through her publications she has made significant contributions to the fields of Educational Media and Technology, Curriculum and Instructional design, Teacher Education and Training, Second Language Learning and Teaching, Applied linguistics, and Higher Education. Her dedication to professional development is highlighted by her participation in various conferences, workshops, seminars, and training programs, where she has both attended and facilitated sessions. Among the trainings, notable ones are: OSSREA Faculty Workshop on Research Methodology; International Deans Course Africa 2019/2020 by DAAD; Capacity Building for KNEC Stakeholders on Competency Based Assessment in English Language Skills; Gendering Policy-Engaged Education Research in Africa by the Partnership for African Social and Governance Research (PASGR); and Dialogue on Innovative Higher Education Strategies (DIES) – National Multiplication Training Programme - Training of Trainer Workshop by DAAD.

Her commitment is further displayed through engagement in educational consultancies. Notable among them are: Research and Ph.D. Capacities in Sub-Saharan Africa: Kenya, project by British Council and DAAD; Alignment of Strengthening Education Systems in East Africa (SESEA) professional course content, a project by Aga Khan Development Network; Teacher Development Literacy Curriculum Development, a project by Aga Khan Development Network; Development of an online Advanced Research Methodology Online Course Curriculum, a project by the Organisation of Social Science Research in Eastern and Southern Africa (OSSREA); Training of Primary School Teachers of English, a project by Africa Educational Trust (AET); and Capacity Building for Teachers of English, a project by Kenya Community Development Foundation (KCDF). Alongside these, the main research grant project undertaken is: DIES National Multiplication Trainings (NMT) 2021-2022 training on: "Enhancing Strategic Leadership and Management of Higher Institutions of Learning in Post Covid-19 Era" by DAAD and the German Rectors' Conference (HRK).

In addition to her teaching and research roles, Carolyne is an active member of several professional and academic associations as follows: The Association of Language Educators and Researchers (ASLER) – Founder member and Executive Director; Distance, Open and E-Learning Practitioners' Association of Kenya (DOLPAK) – Executive committee member; Language Association of East Africa (LAEA); African Network of Internationalization of Education (ANIE); Organization for Social Science Research in Eastern and Southern Africa (OSSEREA).

Conference Speakers



Dr. Njeri Mwagiru

Njeri is a Senior Futurist at the Institute for Futures Research (IFR) at Stellenbosch University Business School.

Her work focuses on strengthening capabilities of individuals, organisations and states in Africa, to navigate complexity and uncertainty, to realise long-term goals and visions. Her research interests include leadership, organisational performance, knowledge, gender and diversity, inclusivity and transformation.

Njeri has a Masters in International Relations and holds a PhD in Business Administration. She is also co-founder of a research and business development organisation that facilitates long-term institutional partnership building.

She has worked with a range of organisations in several capacities and contexts including research; higher education teaching and skills building; executive management training; policy, strategy and programme development; short course design, planning and delivery; project management and coordination; evaluation of initiatives for valued business, public sector, and international partners.

Her vocation is to support knowledge sharing and exchange, to facilitate integrated strategic planning, and enhance evidence-based decision making and high performance to achieve desired futures.



Dr. Rebecca Wambua

Dr. Rebecca Wambua has a PhD in Distance Education from the University of Nairobi and is a Commonwealth of Learning Consultant. She was a Key Note Speaker during the eLearning Conference organized by the University of Embu which was held from 2nd-23rd November, 2023. She has served in the education sector for over 32 years (17 years at the school level and 15 years in the university). She is the current Chairperson of Distance Open and e-Learning Practitioners' Association of East Africa and the Chairperson of Distance Open and e-Learning Practitioners' Association of Kenya which consists of VCs, DVCs and senior faculty members from more than 50 universities in Kenya. Dr. Wambua is a senior lecturer at Africa Nazarene University and she has played various leadership roles at the university level. She served as the Director of the Institute of Open, Distance and e-Learning in Africa Nazarene University, the Coordinator for Education and Counselling programmes, the School Based Coordinator and as the Head of Distance Education and e-Learning at Kenya Methodist University. She has keen interest in Distance, Open and e-Learning and has co-authored six peer reviewed articles in this area. She has published 5 books, co-authored 8 instructional manuals (for Kenya Methodist University and Kenya Education Management Institute) and edited 12 instructional manuals for African Virtual University. She serves in the community as a motivational speaker and she is the Head of Counseling Department CITAM Rongai. Rebecca is the current Chairperson of the Board of Management, CITAM Schools, Rongai.

Conference Speakers



Mr. Michael Onyango

Michael Onyango is a highly respected thought leader and esteemed speaker, specializing in frontier technologies and their profound impact on society. With an extensive background in the field, he has held significant roles in prestigious organizations.

Previously as the Regional Coordinator for Internal Communications at the African Union's Africa Center for Disease Control, Michael played a pivotal role in driving effective communication strategies during critical periods. Additionally, he served as the pioneering Minister responsible for Communication, Information, and Technology for the County Government of Kisumu, where he spearheaded ground-breaking initiatives to leverage technology for local development. Michael's invaluable expertise has been recognized through his esteemed membership in the Distributed Ledgers and Artificial Intelligence Taskforce for the Ministry of ICT in Kenya.

As the founder of 4gotten bottomillions, Michael has transformed 4BM into Kenya's largest and most trusted social media platform, dedicated to sharing verified socioeconomic opportunities. Through his compelling thought leadership and captivating speaking engagements, Michael inspires audiences to embrace the potential of frontier technologies and leverage them for impactful change. His unwavering commitment to driving innovation and fostering inclusive growth positions him as a true authority in his field. He is also a Skoll Foundation, and Rockefeller global Fellow.

Conference Speakers



Dr. Catherine Chandler-Crichlow

Catherine Chandler-Crichlow, Ph.D. is the Dean at the University of Toronto School of Continuing Studies (SCS).

Prior to joining U of T SCS, Catherine was the Executive Director of Career Management and Corporate Recruiting at Ivey Business School - Western University. She is a transformational leader and passionate advocate for an inclusive approach to addressing the supply and demand of talent for the Ontario workforce ecosystem. While at Western, she was an active member of Ivey's EDI Executive Council.

Prior to her leadership positions within universities, Catherine headed 3C Workforce Solutions that conducted human capital research in partnership with organizations such as Mercer International to determine talent needs across major sectors such as transportation, telecommunications and hospitality in Ontario. Such research she deems key to understanding the changing nature of work and tackling under- and unemployment of racialized youth, immigrants, newcomers, and marginalized Francophonie.

With 25+ years as a human capital professional, her career focus has been in the financial services sector with executive roles at TD Bank Financial Group, the Centre of Excellence in Financial Services and the Toronto International Leadership Centre for Financial Sector Supervision. She has consulted to the World Bank and has advised clients in Canada, Europe, Latin America, South-East Asia and the Caribbean.

Catherine has been a human capital advisor to different levels of government such as her membership on the federal Advisory Panel on Canada's International Education Strategy and as a member of the External Advisory Committee on Inclusion and Diversity of the Ontario Public Service. She is Board Chair of the largest immigrant mentorship network in Canada and in celebration of Canada's 150th anniversary, she was selected by The Philanthropist as one of Canada's leaders in the non-profit sector.

Catherine holds a doctorate in adult education from the University of Toronto, a Master of Education degree from Harvard University, and both a Diploma in Education and a Bachelor of Science degree from the University of the West Indies.

PLANNING AND ORGANIZING COMMITTEE: HiETeC-2024

1. Dr. Caroline Ayuya - Director, ODeL, Daystar
2. Dr Micah Matiangi- Director, ODeL, AMIU
3. Dr. Martin Munyao - Deputy Director, ODeL, Daystar
4. Mr Morris Matheka – Head, IT Service Management, Amref Health Africa
5. Mr. Alex Muuo Mutuku - Marketing Officer, Daystar
6. Mr. Solomon Mburu - ICT Manager, Daystar
7. Mr Geoffrey Ng'ang'a – ICT Manager, AMIU
8. Ms. Sonia Mutende - Senior Admin Officer, Daystar
9. Mr. Steve Ponjano - Multi-Media & Video-e Learning Specialist, Daystar-ODeL
10. Ms Judith Chepchirchir - Instructional Designer, ODeL, AMIU
11. Mr. Misheck Njiru - Instructional Designer, ODeL-Daystar
12. Ms Betty Buyuka - Communications & Marketing Manager, AMIU
13. Mrs. Damaris Kimilu - Corporate Affairs Manager, Daystar
14. Dr. Dinah Keino - Ag. Director DRGS, Daystar
15. Mr Noah Wekesa - Communications Officer, Amref Health Africa
16. Mr. Edward Lisili - Webmaster, Daystar
17. Mr. Ian Kiama - DPU Team leader, Daystar
18. Ms Daisy Kiprop - Communications Assistant AMIU
19. Ms. Jean Murungi - Public Relations Officer, Daystar
20. Mr. Moses Wafula - ICT Department, Daystar
21. Mr. Philipe Tinega - ODeL, Daystar
22. Ms. Eunice Muriuki - ICT systems, Daystar
23. Ms. Magdaline kiyeng - Ass. Administrative Officer, DUAA, Daystar
24. Ms. Michelle Kaibere - ODeL, Daystar
25. Ms. Mercy Onditi - Graphic Designer, Daystar



The 2nd Higher Education eLearning Technologies International Conference (HiETeC-2024)

Conference Theme: Adoption of disruptive education technologies and pedagogical skills in a transformative higher education ecosystem.

21st – 23rd Feb 2024 | Daystar University, Nairobi Campus DAC Auditorium

Programme

Day 1: 21st February 2024 | Event Mover: Mr. Alex Mutuku

Time	Activity	Facilitator
7:45am – 8:30am	Registration, Virtual Entry	Philippe Tinega / Daisy Kiprop
8:30am – 8:40am	Anthems: National, EAC	Ian Kiama / Morris Matheka
8:40am – 8:50am	Devotion and Opening Prayer	Rev. Miano Weche
8:50am – 9:00am	Campus Welcome, Protocols, & Announcements	Prof. Michael Bowen Principal, Nairobi campus
9:00am – 9:20am	Remarks from the Deputy Vice Chancellors	Prof. Faith Nguru, DVC ARSA Prof. Tammary Esho, DVC ASA
9:30am – 10:00am	Opening remarks from the VCs	Prof. Joachim Osur, VC Amref International University Prof. Laban P. Ayiro, VC Daystar University
10:00am – 10:30am	Official Opening of HiETeC-2024	Afrizo Band Prof. Mike Kuria, Chief Executive Officer, Commission for University Education (CUE)
10:30am – 11:00am	Photo Session & Tea Break	Corporate Affairs, Ms. Damaris Kimilu, & Ms. Betty Buyuka
11:00am – 11:30am	Keynote Speaker 1: Stimulation of Social Learning Through Digital Innovations In Higher Education	Dr. Rebecca Wambua, Chairperson, Distance, Open, and eLearning Practitioner Association of Kenya (DOLPAK)

11:30am – 1:00pm	1 st Breakout Sessions	Dr. Martin Munyao Deputy Director, Daystar ODEL Venues: DAC AUDITORIUM, 605, 606, 607
1:00pm – 2:00pm	Lunch Break	Admins, ODEL
2:00pm – 2:30pm	Keynote Speaker 2: The Catalytic Effect of Disruptive Education Technologies and Pedagogies in Attainment of SDGs	Dr. Njeri Mwagiru, Senior Futurist, Institute of Futures Research, Stellenbosch University, SA.
2:30pm – 3:30pm	1 st Panel Discussion/Webinar	Prof. Meoli Kashorda, Dr. Catherine Chandler-Crichlow, Dr. Philip Machoka, Dr. Njeri Mwagiru Moderator: Dr. Micah Matiang'i
3:30pm – 4:30pm	Best Practice Moment	Bancy Njuguna, OneConnect
4:30pm – 5:00pm	Reflections on Day 1	Rapporteur: Berthe Muamba
5:00pm	Tea & Visiting Booths	Admins, ODEL
	Free Evening and Networking	

End of Day 1

Time	Activity	Facilitator
7:45am – 8:15am	Registration, Virtual Entry	DU/AMIU ODEL Admins
	Recap – Day 1	
8:30am – 8:50am	Remarks from ODEL Directors	Dr. Caroline Ayuya-Muaka Dr. Micah Matiang'i
8:50am – 9:00am	Remarks from DVCs-ARSA	Prof. Tammary Esho
	Welcoming Keynote Speaker 3	
9:00am – 9:45am	Keynote Speaker 3: The Role of Emerging Disruptive Education Technologies in Optimizing Learning Outcomes	Prof. Carolyne Omulando, Deputy Vice Chancellor, Open University of Kenya
9:45am – 10:15am	Photo Session / Tea break	Corporate Affairs, DU & AMIU
10:15am – 11:00am	Keynote Speaker 4: Application of Online Pedagogy to Impact on Learners' Behavior in Distance Education	Dr. Kendi Muchungi, Instructional Designer & Partnerships Manager, Aga Khan University, Nairobi
11:00am – 12:00pm	2 nd Panel Discussion / Webinar	Dr. Rebecca Wambua, Dr. Kendi Muchungi, Dr. Esther Gacilio, Dr. Cyprian Ratemo. Moderator: Dr. Philip Machoka
12:00pm – 1:00pm	2 nd Breakout Session	Dr. Martin Munyao Venues: DAC AUDITORIUM, 605, 606, 607
1:00pm – 2:00pm	Lunch Break	Admins, ODEL
2:00pm – 2:45pm	Lead Partners Speeches	Dr. Micah Matiang'i
2:45pm – 3:45pm	Digital Learning Skills 1 st Workshop Venue: DAC Auditorium	Mr. Michael Muite, Oracle Academy, Principal Solution Engineer
3:45pm – 4:45pm	3 rd Breakout Session	Dr. Martin Munyao Venues: DAC AUDITORIUM, 605, 606, 607
4:45pm – 5:15pm	Best Practice Moment	Ms. Zeinab Mzungu, KENET
5:15pm	Tea and Visiting of Booths	Admins, ODEL
	Free Evening and Networking	

End of Day 2

Time	Activity	Facilitator
7:45am – 8:15am	Registration, Virtual Entry	DU/AMIU ODEL Admins
8:15am – 8:30am	Recap – Day 2	Rapporteur
8:30am – 8:50am	Remarks from ODEL Directors	Dr. Caroline Ayuya-Muaka Dr. Micah Matiang’I
8:50am – 9:00am	Remarks from DVCs-ARSA	Prof. Tammary Esho
	Welcoming Keynote Speaker 3	
9:00am – 9:45am	Keynote Speaker 5: Innovative Disruptive Technologies and Pedagogies for Special Populations	Mr. Michael Onyango, Founder, Africa’s Forgotten Bottom Millions
9:45am – 10:15am	Photo Session and Tea Break	CA, DU and AMIU
10:15am – 11:00am	Keynote Speaker 6: The Role of Strategic Partnerships and Collaborations in Delivery of Distance Education	Ms. Rose Nzyoka, Country Representative, Palladium Inc.
11:00 am – 12:00 pm	3 rd Panel Session / Webinar	Mr. Michael Onyango, Ms. Rose Nzyoka, Ms. Winnie Rachael, Prof. Teiji Kimball Moderator: Dr. Joseph Nzioki
12:00pm – 1:00pm	Digital Learning Skills <i>2nd Workshop</i> Venue: DAC Auditorium <i>3rd Workshop</i> Venue: DAC 607	Joy Mwangi, ICDL Africa Gilbert Osoro, Blockchain Analytica
1:00pm – 2:00pm	Lunch	Admins, ODEL
2:00pm – 4:00pm	Official Closing Ceremony Communique Closing Remarks	Dr. Keino & Dr. Alice Lakati Prof. Tammary Esho
4:00pm – 4:30pm	Tea and Visiting Booths	Admins, ODEL

END OF HIETEC-2024

Abstract Paper Presentation Schedule

ABSTRACT PAPER PRSENTATION SCHEDULE

21 – 23 FEBRUARY 2024

21ST FEBRUARY 2024

PARALLEL PAPER PRESENTATION SESSION ONE

Venue: DAC Auditorium

Time 11:30 am – 1:00 pm

	Paper Title	Authors
SUB THEME ONE		
	The Impact of Artificial Intelligence on Higher Education Abstract 1	Geoffrey Ng'ang'a, Amref International University
	The Reality of 4 th Industrial Technology on Higher Education Learning in Kenya Abstract 2	Dorothy Muthoka Kagwaini, Daystar University William Mwangi, University of Nairobi
	Determinants of eLearning Adoption by Learners: A Case of The Kenya Medical Training College, Nairobi, Kenya Abstract 3	Mary Kiende Mungathia, Amref International University Anastasiah Nyamilu Kimeu (Ph.D), Amref International University Augustine Mwangi Gatotoh (Ph.D), University of Nairobi
	Evaluation of Virtual Reality as a tool for technology enhanced learning. Abstract 4	Dr. Marije Lesterhuis University Medical Center Utrecht
	Optimizing Learning with Technology Abstract 5	Dr. Geoffrey Nyakundi, Kisii University
	Q& A	Session Chair: Dr. Martin Munyao

21ST FEBRUARY 2024
PARALLEL PAPER PRESENTATION SESSION ONE
Venue: DAC 605
TIME 11:30 am – 1:00 pm

SUBTHEME TWO

	Exploring Barriers and Enablers to the Utilization of eLearning Methodologies in Higher Learning Institutions: A UTAUT and Community of Inquiry Integrated Approach Abstract 6	Norbert Boruett, Prof. Harold van Rijen, Dr. Marije Lesterhuis, Dr. Micah Matiangi, Amref International University
	An Examination of Perceptions of Faculty and Students on the Role of Generative Artificial Intelligence (AI) in Enhancing or Hindering the Educational Experience in eLearning Abstract 7	Dr. Sylvia Tuikong; Mr. Anthony Wambua, Daystar University
	Management of Disruptive Education Technologies and Innovations by Principals for Effective Teaching Outcomes Abstract 8	Dr. George Areba, Kisii University
	Optimizing eLearning Experience in Higher Education: Critical Analysis of AMIU's eLearning Strategies Abstract 9	Judith Jepchirchir, Amref International University
	Determinants of eLearning Adoption by Learners: A Case of The Kenya Medical Training College, Nairobi, Kenya. Abstract 10	Mary Kiende Mungathia, Amref International University Anastasiah Nyamilu Kimeu (Ph.D), Amref International University Augustine Mwangi Gatotoh (Ph.D), University of Nairobi
	Q&A	Session Chair: Dr. Micah Matiangi

21ST FEBRUARY 2024
PARALLEL PAPER PRESENTATION SESSION ONE
Venue: DAC 606 Time 11:30 am – 1:00 pm

SUBTHEME THREE

	<p>Strengthening higher education institutions' interventions in the community through hand-held technologies aided microlearning.</p> <p>Abstract 11</p>	Micah Matiang'i, and Priscilla Ngunju Amref International University
	Frontal Teaching Vs. Group Work in Business Lessons <p>Abstract 12</p>	Björn Paape, Christoph Maus, Iwona Kiereta, Rosanna Lettieri, Miriam Khadiri, Julia Müther, Elena Murtazina, Jana Peters, RWTH Aachen University
	Human-Centered Design in Strengthening Capacity of Public Health Leaders in Africa <p>Abstract 13</p>	Joyce Muthoni, Edna Osebe, Willie Ngumi Amref International University
	Influence of Technical Support Services on The Retention of Open Distance Learners: A Case of Selected Universities in Kenya. <p>Abstract 14</p>	Wycliffe Magati Ndege, PhD Candidate, Dr.Anne Nderitu, Senior Lecturer University of Nairobi Dr.Augustine Mwangi, Senior Lecturer University of Nairobi.
	Online learning platform as a catalyst for building a community of practice among postgraduate students. <p>Abstract 15</p>	Dr. Sitati Emmily, Dr. Wandera Susan, and Dr Cherui Rodgers Daystar University
	Q&A	Session Chair: Dr. Caroline Ayuya-Muaka

21ST FEBRUARY 2024
PARALLEL PAPER PRESENTATION SESSION ONE
Venue: DAC 607
Time 11:30 am – 1:00 pm

SUBTHEME FOUR

	<p>Standards For Undergraduate Nursing E-Learning Programmes In Low Resource Settings: A Feasibility Study</p> <p>Abstract 16</p>	Dr. Moses Mutua University of the Free State
	Leaner Behavior Model for a Learning Management System <p>Abstract 17</p>	Dr. Charles Lwande, & Dr. Lawrence Muchemi, University of Nairobi

<p>Application of Online Pedagogy to Impact on Learners' Behaviour in Distance Education: A Tool of Christian Education and Ministry</p> <p>Abstract 18</p>	<p>Rev. Peter Lee Ph.D, Daystar University</p>
<p>The Effect of a Chatbot's Use on Student-Specific Teaching-Learning Interaction Patterns</p> <p>Abstract 19</p>	<p>Dr. Patrick Bii, University of Kabianga</p>
<p>Integrated Professional Development System That Would See Integrated Learning for Professionals from Various Fields Focused on Healthcare</p> <p>Abstract 20</p>	<p>Emmanuel Oloo, Amref International University Faith Njiriri, KEMRI Welcome Trust</p>
<p>Online Supervision, Mentorship, and Collaboration Strategies for Graduate Students in Moi University, Kenya: A Qualitative Case Study</p> <p>Abstract 21</p>	<p>Elizabeth A Owino (PhD), University of Kigali</p>
<p>Q&A</p>	<p>Session Chair: Dr. Dinah Keino</p>

<p style="text-align: center;">22ND FEBRUARY 2024 PARALLEL PAPER PRESENTATION SESSION ONE Venue: DAC Auditorium Time 11:30 am – 1:00 pm</p>

Paper Title	Authors
SUB THEME ONE	
<p>Application of Online Self-Executing Multiple-Choice Questions in The Assessment of Law Courses - The Daystar University Experience</p> <p>Abstract 22</p>	<p>Moni Wekesa and Asha Mikinyango, Daystar University</p>
<p>Examining The Incidences of Academic Misconduct Among Students in Higher Institutions in Nigeria</p> <p>Abstract 23</p>	<p>Akindele Oluwafemi, Federal Polytechnic Ile-Oluji, Ondo State</p>
<p>AI Enhanced Education: Ethical Implications, Opportunities and Challenges</p> <p>Abstract 24</p>	<p>Dick Akumu, Mt. Kenya University, Dr. Elizabeth Owino, University of Kigali</p>
<p>The Efficacy of Emerging Disruptive Education Technology in Optimizing Collaborative Learning in Higher Learning Institutions: A Case of Daystar University-Kenya</p> <p>Abstract 25</p>	<p>Esther W. Kibe and John Mudegu, Daystar University</p>

	Best Practices for Adoption of Open Educational Resources in E-Learning in Universities: A Systematic Review of Literature Abstract 26	Jane Wambua, Grace Mbogo, & Martin Munyao, Daystar University
	Q&A	Session Chair: Dr. Martin Munyao

22ND FEBRUARY 2024

PARALLEL PAPER PRESENTATION SESSION ONE

Venue: DAC 605

TIME 11:30 am – 1:00 pm

SUBTHEME ONE & TWO

	The role of emerging disruptive education technologies in optimizing learning outcomes Abstract 27	Norbert Boruett, Prof. Harold van Rijen, Dr. Marije Lesterhuis, Dr. Micah Henry Monyancha, Kisii University
	The Role of ICT in Facilitating Digital Education in Kenyan Higher Education Institutions Abstract 28	Caroline Ayuya Muaka, Senior Lecturer, Daystar University
	The Role of Emerging Disruptive Education Technologies in Optimizing Learning Outcomes Abstract 29	Pamela Nekesa Murunga, Daystar University
	M-Learning: Appropriating Social Media for Pedagogy in Africa Abstract 30	Dr. Leah Komen Daystar University
	Evaluating e-learning for innovative dialogue between academia and the church to create an effective Kenyan online church. Abstract 31	Rev. Stephen Kinoti, Rev. Dr. Perminus Mburu; Rev. Dr. Peter Lee Daystar University
	Q&A	Session Chair: Dr. Leah Komen

22ND FEBRUARY 2024

PARALLEL PAPER PRESENTATION SESSION ONE

Venue: DAC 606 Time 11:30 am – 1:00 pm

SUBTHEME TWO & THREE

	Challenges and Opportunities of Virtual Learning in Higher Education Institutions in Kenya Abstract 32	Dr. Cherui Gowon, & Dr. Winnie Waiyaki, Daystar University
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	<p>Student-Centric Approach: A Case Study on Learner-Centered Design in Virtual Training</p> <p>Abstract 33</p>	<p>Christine Mbogholi, Amref International University</p>
	<p>Using Moodle's interactive tools in Problem-Based Learning to enhance collaborative learning: An explanatory sequential mixed methods research study.</p> <p>Abstract 34</p>	<p>Martin Munyao, Anthony Wambua, and Peter Maurice, Daystar University</p>
	<p>Stimulation of social learning through digital innovation in higher education.</p> <p>Abstract 35</p>	<p>Asli Ibrahim Daystar university</p>
	<p>Sociodemographic Risk Factors of Mental Health and Academic Performance in the context of adoption of innovative technologies at the Kenyan Medical Training Colleges (KMTC) : A critical Review of Literature</p> <p>Abstract 36</p>	<p>Dr. Collins Owuor: Amref International University, Nairobi, Kenya Dr. Augustine Mwangi Gatotoh: University of Nairobi, Nairobi, Kenya Dr. Grace Achieng: Kenya Medical Training College, Kisumu Kenya</p>
	<p>Q&A</p>	<p>Session Chair: Dr. Caroline Ayuya-Muaka</p>

22ND FEBRUARY 2024
PARALLEL PAPER PRESENTATION SESSION ONE

Venue: DAC 607

Time 11:30 am – 1:00 pm

SUBTHEME SIX

	<p>Issues and prospects of disruptive technologies in optimizing learner outcomes in higher education institutions in Kenya.</p> <p>Abstract 37</p>	<p>Dr. Ezekiel Omwenga, Kisii University</p>
	<p>The role of virtual teams and tools in developing strategic partnerships and collaborations in talent development: A Case Study of the Africa Higher Education Health Collaborative (AHEHC) initiative implemented by the University of Toronto in collaboration with Global South Higher Education Partners</p> <p>Abstract 38</p>	<p>Timothy Kinoti and Dr. Penina Lam, University of Toronto</p>

	<p>Universal Design and Strategies for Inclusive Higher Education for Learners with Disabilities: A Mixed Analytical Research Approach</p> <p>Abstract 39</p>	<p>Dr. Ann Mwiti and Rev. Stephen Kinoti, Daystar University</p>
	<p>A 2020–2024 base-endline investigation of deaf and hard-hearing eLearning experience at Kenyan universities</p> <p>Abstract 40</p>	<p>Dr. Ann Mwiti and Rev. Stephen Kinoti Daystar University</p>
	<p>Assistive Technology and Inclusive Education Among Learners with Disabilities: A Case of Private Universities in Kenya</p> <p>Abstract 41</p>	<p>Dr. Susan Wandera Daystar University</p>
	<p>Participatory Design Framework to Assure Safety for Young Online Learners: A Systematic Review</p> <p>Abstract 42</p>	<p>Andrew Aunda Omambia University of Eastern Africa, Baraton</p>
	Q&A	Session Chair: Dr. Susan Wandera

Conference Paper Abstracts

THE IMPACT OF ARTIFICIAL INTELLIGENCE ON HIGHER EDUCATION

Geoffrey Ng'ang'a, Amref International University

Artificial intelligence (AI) technologies are rapidly advancing and poised to transform higher education through innovations in teaching, learning, administration, and operations. AI-enabled tools like machine learning, natural language processing, predictive analytics, and intelligent tutoring systems have already been deployed at universities worldwide to offer more personalized, engaging education at scale while optimizing campus management. For example, Georgia Tech now provides an online Master's in Computer Science taught fully by AI without human lecturers, enabling scalable access and continuous improvements through performance data. Carnegie Mellon increased exam scores and course pass rates by over 20% using AI teaching assistants that deliver customized problem sets and feedback. UC Berkeley implemented AI chatbots and predictive analytics to boost enrollment projections and graduation rates by 10-15% within 2 years by identifying at-risk students early. However, along with promising benefits, AI also poses multifaceted policy challenges around emerging ethical risks regarding data biases and privacy violations as well as workforce disruption, with over 50% of academic jobs susceptible to automation in the coming decade. Countries advancing national AI strategies like China and Singapore are making substantial investments in AI ethics boards, technical standards, job transition programs, and education reforms to develop more creative, critical, and adaptable skillsets in students. As AI permeates campuses, deliberate governance and planning will be critical to maximize benefits, mitigate adverse impacts, and guide AI's responsible integration. With a sound strategy, AI can uplift higher education to unprecedented levels of inclusion, insight, and learning efficiency while upholding its mission to enrich societies.

THE REALITY OF 4TH INDUSTRIAL TECHNOLOGY ON HIGHER EDUCATION LEARNING IN KENYA

Dorothy Muthoka Kagwaini, Daystar University and William Mwangi, University of Nairobi

The 4th Industrial Technology describes a world where the use of digital technology will be ubiquitous in all spheres of human life. The higher education sector has and will not be spared by this technology in terms of transformation impact. The 4th Industrial technology has referred more to the Internet of Things (IoT) and Artificial Intelligence (AI). The lethargy of universities to adopt and implement this emerging technology as well as the fear of interfering with quality education has spurn a lot of debate. The purpose of this paper is to evaluate the reality of the 4th Industrial technology in higher education learning in Kenya to provide clarity on how Kenyan institutions could adopt more proactive techniques. The main research question will be: Are the institutions of higher learning ready for this change? This will be founded on technological singularity theory and social ecological theory. The paper will adopt a qualitative approach with an exploratory research design where documentation analysis from websites will be conducted to elicit meaning and gain understanding. This paper will contribute to knowledge and suggest ways to harness these technologies in institutions of higher learning. All ethical considerations will be adhered to.

DETERMINANTS OF ELEARNING ADOPTION BY LEARNERS: A CASE OF THE KENYA MEDICAL TRAINING COLLEGE, NAIROBI, KENYA

Mary Kiende Mungathia, Amref International University, Anastasia Nyamili Kimeu (Ph.D), Amref International University, Augustine Mwangi Gatotoh (Ph.D), University of Nairobi

This study aimed to establish the determinants of eLearning adoption by learners, a case of Kenya Medical Training College Nairobi to enable access to education to all learners in medical campuses. The research was a survey employing a cross-sectional design. A purposive sampling method was used to select six departments that have integrated eLearning and face-to-face pedagogies. The selection of learners involved stratified sampling where learners were stratified according to age, gender, and year of

study. Random sampling was done to get a sample from each stratum. A total sample size of 261 learners and 2 key informants were selected. Study participants who were eligible consented to participate in the study. The findings showed that adoption of eLearning is hindered by technological issues such as lack of software familiarity, difficulty logging into the Moodle eLearning system, and lack of access to computers for eLearning. It further showed that the content in the Moodle platform is not adequate for the learners and the institution does not have adequate infrastructure for eLearning. A multiple regression analysis was done where the adoption of eLearning was the dependent variable, while technology factors, learners' factors, and institutional factors were the independent variables to determine their relationships. Institutional factors among the variables had a statistically significant positive impact on the adoption of eLearning with Beta = 0.567 and P=0.000 < 0.05. According to the study's findings, disruptive Technologies when used proficiently can remarkably improve components of instruction, nonetheless, a huge investment is necessary for the implementation of eLearning systems.

EVALUATION OF VIRTUAL REALITY AS A TOOL FOR TECHNOLOGY ENHANCED LEARNING

Dr. Marije Lesterhuis, University Medical Center Utrecht

Educational technology can ensure reaching more students more efficiently, at lower cost, or with higher quality education. This also applies to VR education, which is often used to develop students' situational awareness and gain procedural knowledge. The key is immersion in a realistic situation (Makransky & Petersen, 2021). However, the costs of such educational innovations are high, both in terms of technology and the (re)development of the educational concept, as in teacher skills. It is therefore important to evaluate whether these educational innovations lead sufficiently to learning and transfer. The best-known forms of evaluation are efficacy, which are intended outcomes achieved in an experimental setting, and efficiency, which are intended outcomes achieved within a realistic setting (Skivington et al., 2021). However, these forms of evaluation do not provide insight into why the intended outcomes are (not) achieved. Alternatively, design principles can be evaluated. These refer to the mechanisms that should enable learning and transfer. In UMC Utrecht, three VR teaching scenarios were piloted. The predefined mechanisms comprised the VR scenario (sufficient degree of presence, agency, no nausea, and frustration), learning (instruction, feedback, and assessment), and implementation (embedding in curriculum, alignment, and teachers). In this study, we looked at what mechanisms enable learning and transfer. The mechanisms were evaluated through surveys, interviews with students and teachers, and observations within the three VR pilots and linked with learning outcomes. VR and learning should both be further refined. By investigating differences between pilots, it turned out that different principles are more important for situational awareness than for developing students' procedural knowledge. Evaluating VR according to mechanisms provides good starting points for further development. Moreover, it provides theoretical knowledge that can be used in the development of VR education worldwide.

OPTIMIZING LEARNING WITH TECHNOLOGY

Dr. Geoffrey Nyakundi, Kisii University

Emerging disruptive education technologies play a pivotal role in reshaping traditional learning paradigms and optimizing educational outcomes. These technologies encompass a diverse array of tools, platforms, and methodologies that challenge conventional approaches to teaching and learning. One key aspect of their impact lies in fostering personalized learning experiences and tailoring educational content to individual student needs, preferences, and pace. Adaptive learning platforms utilize artificial intelligence algorithms to analyze student performance, providing targeted interventions and customizing educational materials to enhance comprehension and retention. Furthermore, immersive technologies such as virtual reality (VR) and augmented reality (AR) contribute to experiential learning, enabling students to engage with content in a three-dimensional space. This hands-on approach not only enhances understanding but also sparks creativity and critical thinking. Simulations and virtual laboratories offer a safe environment for students to practice skills and experiment with concepts, particularly in disciplines like science and engineering. Collaborative tools and online platforms facilitate global connectivity, breaking down geographical barriers and fostering collaborative learning experiences. Students can interact with peers from diverse backgrounds, gaining exposure to different perspectives and cultivating essential skills for a

globally interconnected world. Additionally, real-time communication and feedback mechanisms provided by these technologies promote active engagement, creating a dynamic and responsive learning environment. Artificial intelligence and machine learning algorithms contribute to data-driven insights, helping educators identify patterns in student performance and tailor instructional strategies accordingly. Predictive analytics assist in early intervention, addressing learning gaps before they become obstacles. Gamification elements, such as interactive quizzes and educational games, add an element of fun to the learning process, motivating students and promoting a positive attitude towards education. Despite the transformative potential of these technologies, challenges such as equitable access and the need for teacher training must be addressed. However, by embracing and integrating emerging disruptive education technologies thoughtfully, educational institutions can unlock new possibilities for optimizing learning outcomes and preparing students for the complexities of the 21st-century workforce.

APPLICATION OF ONLINE SELF-EXECUTING MULTIPLE-CHOICE QUESTIONS IN THE ASSESSMENT OF LAW COURSES - THE DAYSTAR UNIVERSITY EXPERIENCE

Moni Wekesa and Asha Mikinyango, Daystar University

The teaching of law consists in the main of analyzing facts, applying them to the relevant law and or theory, learning about applicable methodologies for research in law, and synthesizing available materials including various legal theories to arrive at what can be considered a logical conclusion. Consequently, the evaluation of teaching law courses traditionally consists of asking students to research and write an essay on a given topic. This is also the tenor of final examinations. This mode of assessment is complemented by group discussions, class presentations, and Moot Court Assessments. All these assessments are largely 'analog'. In the wake of disruptive technologies, especially artificial intelligence in the form of 'WPS AI assistant' and 'ChatGPT' many students can submit an assignment without breaking a sweat. One form of assessment that is not common in law courses is the use of Multiple-Choice Questions (MCQ). We apply this mode post-COVID in addition to other modes. The MCQ approach can test both knowledge and application. It can be used to cover the entire course. It can be programmed to deny a student an opportunity to discuss with a classmate or outrightly copy from a text. Most of all - it can be ring-fenced from AI intrusion. The MCQ tests used at the School of Law are self-executing - done online and marked automatically, thereby relieving the lecturer from the pressure of marking. Reports from students indicate that they feel stretched to the maximum. It requires proper preparation to pass this MCQ test. The major limitation of MCQ in evaluating law courses is that certain aspects such as logical flow of ideas and mastery of the language cannot be captured. Nevertheless, we are of the view that as we embrace disruptive technologies in education - there is a need to innovate new approaches to the evaluation of knowledge acquisition. And this is where online MCQ tests come in.

BEST PRACTICES FOR ADOPTION OF OPEN EDUCATIONAL RESOURCES IN E-LEARNING IN UNIVERSITIES: A SYSTEMATIC REVIEW OF LITERATURE

Jane Wambua, Grace Mbogo, & Martin Munyao, Daystar University

The term "Open Educational Resources (OER)" has been defined in several ways, but Atkins et al.'s (2007) definition that OER are "...teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others" (p. 4) is the most comprehensive and widely used. The main distinction between OER and other educational resources is that the former are legally free to use. OER comprises educational materials of different forms, such as entire textbooks, modules, course materials, single lessons, videos, and simulations (American Association of Colleges & Universities, 2023; Atkins et al., 2007; Cobo, 2013). Studies have established various benefits stemming from the use of OER by universities globally; key benefits being the affordability of educational materials, particularly course texts, that would have otherwise been beyond the reach of many students and institutions; and the flexibility in using the resources such as the freedom to use, reuse, redistribute, revise, and remix, thus new and more adaptable forms of instruction and learning (American Association of Colleges & Universities, 2023; Blaschke et al., 2020; Gallant, 2023; McGowan, 2020). Studies have shown that, although there is evidence of the adoption of OER by some universities globally, this adoption has not been as widespread. This is so despite OER's availability and

proven benefits and the high cost of non-OER educational materials globally (McGowan, 2020; Mncube et al., 2021). The COVID-19 pandemic shifted the higher education landscape, with universities shifting their programs to online delivery methods. Moreover, even after the end of the pandemic, the trend by universities to offer programs via e-learning has increased. Within such a landscape of e-learning and the high costs of educational materials, the adoption of OER cannot be overemphasized (Mncube et al., 2021). There are cases of successful adoption of OER by universities, especially in the developed world, documented in previous studies. Furthermore, according to the American Association of Colleges & Universities (2023), "OER are emerging as both a quality and an equity strategy for higher education that should be considered by all colleges and universities as they develop and revise their student success initiatives" (para. 2). It is against this backdrop that this study undertakes to, through a systematic review of literature that captures successful stories, expose best practices for successful adoption of OER by universities in the context of e-learning. The study's findings contribute to bridging the current gap regarding the adoption of OER in universities, especially in Kenya, thus contributing to quality learning and, consequently, students' success.

EXAMINING THE INCIDENCES OF ACADEMIC MISCONDUCT AMONG STUDENTS IN HIGHER INSTITUTIONS IN NIGERIA

Akindele Oluwafemi, Federal Polytechnic Ile-Oluji, Ondo State

Academic misconduct is a general problem in the higher educational institutions globally. Few studies on academic misconduct in Nigeria have been concentrated on universities with few on other higher education institutions. Using the theory of planned behaviour, the present study examined the incidences and prevalence of academic misconduct among students. An ex-post facto research design was adopted and a total of 368 students from Management and Applied Science were selected for the study. Two by two factorial ANOVA was used to test the hypotheses. Results revealed significant interaction effects between intentions and perceived behavioral control ($F(1, 183) = 4.831; p < 0.05$) and between subjective norm, perceived behavioural control, and intentions ($F(1, 183) = 6.398; p < 0.05$) on academic misconduct. The study recommends that school management should put in place efforts that will help discourage academic misconduct among students.

AI ENHANCED EDUCATION: ETHICAL IMPLICATIONS, OPPORTUNITIES AND CHALLENGES

Dick Akumu, Mt. Kenya University, Dr. Elizabeth Owino, University of Kigali

Artificial Intelligence (AI) has made huge strides in the 21st century in many fields, including education. Current trends in AI present an opportunity to revolutionize how people learn and teach. However, numerous challenges are still yet to be understood and addressed. This can be attributed to the rapid growth and advancement in AI that has left limited time to create and implement policies that govern how to interact with and use AI. This study seeks to determine the ethical implications, opportunities, and challenges of using AI in higher education (HE). The research questions will be: what are the ethical implications of using AI in higher education? What are the opportunities and challenges of AI in HE? The current study will adopt a systematic literature review design. The study will include research published between 2019 to 2024 on AI and HE. Data will be analyzed using thematic content analysis. The findings of the study will inform educational practice in the use of AI in HE. Further, the study findings will contribute to the field of research on AI in HE and inform policies on the ethical use of AI in HE.

THE EFFICACY OF EMERGING DISRUPTIVE EDUCATION TECHNOLOGY IN OPTIMIZING COLLABORATIVE LEARNING IN HIGHER LEARNING INSTITUTIONS: A CASE OF DAYSTAR UNIVERSITY-KENYA

Esther W. Kibe and John Mudegu, Daystar University

The proliferation of emerging technologies has been both a boon and a bane in the education sector. This is particularly a concern for educationists who wish to achieve collaborative learning among students. Online learning, particularly a form of disruption education technology, has been sighted to hinder meaningful interaction towards conjuring collaborative learning. Although transmission of learning through online platforms expands learning beyond the traditional four walls thus enhancing accessibility, the gains of collaborative learning are likely to be lost through this technology. This is especially due to the lack of physical presence of both the learner and the lecturer in a physical location, hence impacting negatively on teamwork and the human touch in learning. Although technologies to enhance participatory learning through online platforms have been developed, the challenge of accessibility especially in the African context still queries the effectiveness of disruptive education technologies. Against this background, this study seeks to establish the effect of disruptive learning technologies on collaborative learning. The study utilized a mixed method approach using both secondary and primary data obtained through questionnaires and interviews for key informants.

THE ROLE OF EMERGING DISRUPTIVE EDUCATION TECHNOLOGIES IN OPTIMIZING LEARNING OUTCOMES

Henry Monyanya, Kisii University

Emerging disruptive education technologies play a pivotal role in reshaping traditional learning paradigms and optimizing educational outcomes. These technologies encompass a diverse array of tools, platforms, and methodologies that challenge conventional approaches to teaching and learning. One key aspect of their impact lies in fostering personalized learning experiences, tailoring educational content to individual student needs, preferences, and pace. Adaptive learning platforms utilize artificial intelligence algorithms to analyze student performance, providing targeted interventions and customizing educational materials to enhance comprehension and retention.

Furthermore, immersive technologies such as virtual reality (VR) and augmented reality (AR) contribute to experiential learning, enabling students to engage with content in a three-dimensional space. This hands-on approach not only enhances understanding but also sparks creativity and critical thinking. Simulations and virtual laboratories offer a safe environment for students to practice skills and experiment with concepts, particularly in disciplines like science and engineering.

Collaborative tools and online platforms facilitate global connectivity, breaking down geographical barriers and fostering collaborative learning experiences. Students can interact with peers from diverse backgrounds, gaining exposure to different perspectives and cultivating essential skills for a globally interconnected world. Additionally, real-time communication and feedback mechanisms provided by these technologies promote active engagement, creating a dynamic and responsive learning environment.

Artificial intelligence and machine learning algorithms contribute to data-driven insights, helping educators identify patterns in student performance and tailor instructional strategies accordingly. Predictive analytics assist in early intervention, addressing learning gaps before they become obstacles. Gamification elements, such as interactive quizzes and educational games, add an element of fun to the learning process, motivating students and promoting a positive attitude towards education.

Despite the transformative potential of these technologies, challenges such as equitable access and the need for teacher training must be addressed. However, by embracing and integrating emerging disruptive education technologies thoughtfully, educational institutions can unlock new possibilities for optimizing learning outcomes and preparing students for the complexities of the 21st-century workforce.

THE ROLE OF ICT IN FACILITATING DIGITAL EDUCATION IN KENYAN HIGHER EDUCATION INSTITUTIONS

Caroline Ayuya Muaka, Senior Lecturer, Daystar University

COVID-19 put Africa and its Higher Education Learning Institutions (HEIs) between a rock and a hard

place; to innovate and embrace online learning and to survive in the short and long term periods. In Kenya, the pandemic accelerated transformation of education system into a more digital, accessible and flexible way of learning. Despite the uncertainty and disruption experienced during the pandemic, information communication technology (ICT) was critical and largely adopted for HEIs to offer quality education. The potential for ICTs in augmenting the educational experience of teaching and learning online during the pandemic was noticeable through increased interactivity , engagement , collaboration, and personalization of online pedagogy . Supported virtual collaborations, and online forums between teachers and students modernized education. With most HEIs in Kenya embracing the implementation of ICTs in classrooms, most faculty were provided with innovative online tools that led to improved students' outcomes that included knowledge retention , problem solving and critical thinking skills. This paper acknowledges the importance of instructional technology in departing from the traditional, face to face lecture-based teaching approach by emphasizing the use of technology in promoting student-centered, and interactive learning experiences. The paper looks at how education in Kenya has been revamped and transformed by the ubiquity of ICT through the introduction of new approaches in the education system. This paper seeks to explore the ways ICTs have transformed learning into a more engaging and dynamic approaches to achieve productive educational outcomes. The paper underscores the integration of ICTs in transformative education in enabling learners with equal access to educational opportunities. It emphasizes on technology in exposing students to various tools such as simulations, multimedia, and real-world situations to enable learners contextualize abstract concepts and ideas, encourage collaborative learning, and facilitate transfer of knowledge from classrooms to real life contexts.

THE ROLE OF EMERGING DISRUPTIVE EDUCATION TECHNOLOGIES IN OPTIMIZING LEARNING OUTCOMES

Pamela Nekesa Murunga, Daystar University

Throughout the world, education is viewed and considered to be a pathway to development. Hence education has evolved over the years in all corners of the world. Therefore this has brought changes and development especially the technology which is now used by learners towards acquisition of knowledge. In recent times technology has become the most sought aspect towards acquisition of knowledge even in the developing countries which are also feeling the effect of the emerging technologies on every aspect of their lives. Technology has tickled human to implore different ways of doing things and so to the tenets of education. Therefore, over centuries, there has been a constant change in the teaching and learning methodologies. Teaching methodologies have been evolving at all given time based on technological aspect at every developmental stage of education. Thus, educational technology has changed the face of education over the years especially the last five decades educational technology has evolved rapidly. Hence, revealing that every teaching and learning activity is influenced by the technology present at any given time. Previously, technology was scarce thus forcing learning to be teacher centred approach, limiting students both exposure and expression, but technology has broadened learning space for both learners and teachers. Technology has brought the introduction of computers and other technological devices into the education arena, which has caused a substantive growth and changes in the education sector. Nevertheless worth pondering over is whether the integration of emerging technology has played any role in enhancing learners understanding of their learning activities. As much as technology has advanced teaching professionals are still baffling with the role of technology in the learners' desired learning.

Keywords

Emerging technologies, educational learning performance, academic attainment, education distractors.

EXPLORING BARRIERS AND ENABLERS TO THE UTILIZATION OF ELEARNING METHODOLOGIES IN HIGHER LEARNING INSTITUTIONS: A UTAUT AND COMMUNITY OF INQUIRY INTEGRATED APPROACH

Norbert Boruett, Prof. Harold van Rijen, Dr. Marije Lesterhuis, Dr. Micah Matiangi, Amref International University

E-learning has emerged as a powerful tool, offering the potential to extend education to diverse student populations, even in remote areas. With an increasing number of educational institutions adopting online or blended learning, the role of teachers in delivering high-quality e-education becomes crucial. However, various factors hinder the effective implementation of e-learning methodologies. This presentation introduces a conceptual framework to explore the factors influencing the successful implementation of high-quality e-learning. Understanding why teachers either adopt or resist e-learning practices is crucial. The Universal Theory of Acceptance and Use of Technology (UTAUT) provides a foundation for explaining e-learning implementation, considering contextual and personal factors. However, current applications of UTAUT in e-learning have not sufficiently delved into the specific elements that constitute high-quality e-learning. This presentation proposes a novel approach by integrating the UTAUT model with the Community of Inquiry (CoI) model. The CoI model focuses on the social, cognitive, and teaching presence within online learning environments. This integrated approach will form the basis for an exploratory mixed-method study. In the initial phase, in-depth interviews with 25 nursing department teachers will explore the extent to which they implement high-quality e-learning and the reasons behind their decisions, incorporating the various elements of the Novel model. The insights gained from this study will inform the development of targeted training and support programs for teachers, enhancing the quality of e-learning delivery. Study two will delve into the quality of e-learning being offered, providing a comprehensive understanding of the challenges and opportunities in implementing high-quality e-learning methodologies.

AN EXAMINATION OF PERCEPTIONS OF FACULTY AND STUDENTS ON THE ROLE OF GENERATIVE ARTIFICIAL INTELLIGENCE (AI) IN ENHANCING OR HINDERING THE EDUCATIONAL EXPERIENCE IN ELEARNING

Dr. Sylvia Tuikong; Mr. Anthony Wambua, Daystar University

The study investigated the perspectives of students and faculty concerning the influence of generative artificial intelligence (AI) and related tools such as ChatGPT on the learning process. In a time of rapid technological development, it is essential to comprehend how important stakeholders perceive generative Artificial Intelligence (AI) to best integrate technology into education in the era of eLearning. Faculty who participated in the study discussed how AI affects instructional strategies and learning in the educational environment. The study focused on exploring faculty expectations, worries, and perceived efficacy of generative AI in improving instructional practices. At the same time, the study sought to determine the demographic components influencing faculty opinions toward the deployment of generative AI. Additionally, the study also sought to determine if faculty members had undergone training in the utilization of generative AI technologies in education. Investigations on student viewpoints were conducted concurrently to find out how generative AI technologies are affecting their learning experiences if students had undergone training in the utilization of generative AI technologies in education and examined students' perceived advantages and difficulties in integrating generative AI. Additionally, the study evaluated the variables revealing differences in attitudes according to academic discipline, technology familiarity, and demographic profiles. The study further assessed areas of agreement and disagreement through a comparative study of the viewpoints of instructors and students. To achieve this, the study focused on examining whether generative AI facilitates personalized learning and raises student engagement, especially in the context of eLearning. Additionally, the study examined how the use of generative AI affects the development of critical thinking abilities and the relevance of information. The study used a descriptive design, utilizing mixed methods approaches of data collection for both quantitative and qualitative data. The complex viewpoints of faculty and students were therefore harnessed using surveys and interviews. Simple random sampling and purposive sampling techniques were used to get the study participants. The study targeted at least 100 students and 50 faculty members. The quantitative data was analyzed using descriptive and inferential statistics while the qualitative data was through emerging themes. The findings of the study indicate the varying perceptions of faculty and students. By offering a thorough understanding, this research adds to the continuing conversation about artificial intelligence in education.

MANAGEMENT OF DISRUPTIVE EDUCATION TECHNOLOGIES AND INNOVATIONS BY PRINCIPALS FOR EFFECTIVE TEACHING OUTCOMES

Dr. George Areba, Kisii University

The introduction of novel technologies may disrupt outmoded means of imparting knowledge and skills. Principals as educational managers ought to embrace the role of strategic partners purposely to offer support towards effective management of disruptive technologies and innovations. This study explored the Management of Disruptive Education Technologies and Innovations by Principals for Effective Teaching outcomes in Nyamira County secondary schools. Two research queries and two propositions were framed to aid the research outcomes. A descriptive research design was utilized. The study's target population was 193 principals in Nyamira County secondary schools. A stratified random sampling technique was utilized to obtain 57 principals as the sample size. To collect data, a principal's questionnaire was utilized. A reliability coefficient of 0.81 was established using Cronbach Alpha Statistics. To address the research questions, weighted mean and mean were utilized whereas for study hypotheses the z-test was used at the significance of 0.05 alpha level. The study established that the principals' role in managing technology and innovations is very essential in being a process initiator, content initiator, and mediator among others. The study recommends that there ought to be the provision of savvy personnel with required competencies, instructional resources, effective class management, timely monitoring of lessons, biometrics, and CCTV among other strategies as ways of managing disruptive innovations. Significantly the findings will enhance further managers' role in disruptive innovations for better education standards.

OPTIMIZING ELEARNING EXPERIENCE IN HIGHER EDUCATION: CRITICAL ANALYSIS OF AMIU'S ELEARNING STRATEGIES

Judith Jepchirchir, Amref International University

Higher learning is undergoing notable transformation with technology playing a pivotal role. This case study will explore the strategies for optimizing learning experiences in this space. It will give particular focus to instructional design, online collaboration, and support needed by students and faculty to deliver and access learning. The heart of the successful implementation of learning systems is vested in the overall delivery of learning experiences that are carefully designed for students to achieve their learning outcomes. Although the adoption of eLearning in Kenyan universities is in the infant stages, AMIU has made significant efforts to leverage technology to optimize learning experiences for both educators and learners in 22 countries. Delivery of highly interactive SCORM-compliant content complimented by Moodle authorship tools such as Forum, wiki, and label among others, and use of content authorship tool; articulate 360 is one of the greatest strategies employed by the ODeL department. Online student-faculty collaboration and support have also played a major role in this journey using the helpdesk. With these efforts, AMIU has secured accreditation by the regulator for eLearning, and the uptake of online exams has increased by 50% with a target of 75% of all programs being delivered virtually by 2027. Timely support, captivating content delivery, practical learning, and easy digital experience are core to optimizing the learning experience and achieving set learning outcomes. However, there is a need for further strategies to enhance inclusion and cutting-edge capacity building to further improve the uptake of eLearning in developing economies.

DETERMINANTS OF ELEARNING ADOPTION BY LEARNERS: A CASE OF THE KENYA MEDICAL TRAINING COLLEGE, NAIROBI, KENYA.

Mary Kiende Mungathia, Amref International University, Anastasia Nyamiliu Kimeu (Ph.D), Amref International University, Augustine Mwangi Gatotoh (Ph.D), University of Nairobi

This study aimed to establish the determinants of eLearning adoption by learners, a case of Kenya Medical Training College Nairobi to enable access to education to all learners in medical campuses. The research was a survey employing a cross-sectional design. A purposive sampling method was used to select six departments that have integrated eLearning and face-to-face pedagogies. The selection of learners involved stratified sampling where learners were stratified according to age, gender, and year of study. Random sampling was done to get a sample from each stratum. A total sample size of 261 learners

and 2 key informants were selected—study participants who were eligible consented to participate in the study. The findings showed that adoption of eLearning is hindered by technological issues such as lack of software familiarity, difficulty logging into the Moodle eLearning system, and lack of access to computers for eLearning. It further showed that the content in the Moodle platform is not adequate for the learners and the institution does not have adequate infrastructure for eLearning. A multiple regression analysis was done where the adoption of eLearning was the dependent variable. At the same time, technology factors, learners' factors, and institutional factors were the independent variables to determine their relationships. Institutional factors among the variables had a statistically significant positive impact on the adoption of eLearning with Beta = 0.567 and P=0.000 < 0.05. According to the study's findings, disruptive Technologies when used proficiently can remarkably improve components of instruction, nonetheless, a huge investment is necessary for the implementation of eLearning systems.

M-LEARNING: APPROPRIATING SOCIAL MEDIA FOR PEDAGOGY IN AFRICA

Dr. Leah Komen, Daystar University

'Innovations pay off for teachers', is a story of a Kenyan High school teacher, who decided to be innovative in teaching. In his words he says, 'I realised that the student-centered training had more potential and so I integrated it with ICT' (Daily Nation, Monday 3, 2017). The 36-year-old Physics and mathematics teacher shoots videos, takes photos, and uses them to make students grasp concepts. For instance, to understand Isaac Newton's law of gravity, Teacher, Paul Thairu came up with videos featuring objects falling and someone lifting an object from the ground to demonstrate. Paul uses his students as actors which the rest of the class can easily identify. Using his Smartphone, he would capture the act and later use his computer and projector during lessons. Paul says ever since he started using this innovative methodology, performance at Loreto Kiambu High School has improved and the students have become more interested in physics and mathematics. He was later awarded two trophies, a laptop, and a cash promotion. This is one illustration of the surging use of smartphone applications to promote learning. The popularity and growth of social media especially among teens and young adults has penetrated institutions of higher learning ushering in the potential for its use by students whose insatiable quest for new knowledge exists (Shaw, 2014). Media platforms such as Facebook, YouTube, Viber, short message services (SMS), WhatsApp, and LinkedIn among other social media platforms for pedagogy. This study examines the use of social media for pedagogy in some African universities by lecturers by (a) Identifying social media use and trends in HE in African Universities (b) presenting social media as enhancing active learning in the new pedagogical paradigm (c) discussing some of the challenges of the uptake social media use in HE. Drawing from literature and informal interviews among university lecturers in Kenya, the study finds WhatsApp and Facebook as the widely used social media for pedagogy.

EVALUATING E-LEARNING FOR INNOVATIVE DIALOGUE BETWEEN ACADEMIA AND THE CHURCH TO CREATE AN EFFECTIVE KENYAN ONLINE CHURCH.

Rev. Stephen Kinoti, Rev. Dr. Perminus Mburu; Rev. Dr. Peter Lee, Daystar University

The study aims to evaluate the effectiveness of e-learning in universities to promote productive interaction between the church and academia to promote church praxis in the online space. During COVID-19 the church like all other institutions was affected by praxis and a genuine conversation between the academy and church can help the church improve ministry in the online space. A systematic literature review was conducted between 2020 and 2024, analyzing research from at least five databases. The study also utilized the approach of questionnaires to young adults in selected Christian universities and churches in Nairobi. The study uses literature and data analysis to generate information and compare findings to encourage e-learning and develop innovative engagement between academia and the church. (John and David Creswell, 2023; Leavy, 2023). The study focuses on the young church, which makes up over 50% of Kenya's population. With over 80% of the population aged 35 years and below, the religious composition in Kenya is 85.5% Christian. The study adopts a schematic conceptual framework justified by connectivist learning theory and UTAUT theory to evaluate young people's online experience. (KNBS, 2019, Index Mundi's 2019 estimate November 25, 2023, NCPD,2021). Smartphone addiction can lead to excessive reliance on virtual interactions, such as social networking, dating apps, texting, and messaging. This study

justified the church's need to meet all its members' felt needs holistically by reaching them via a "virtual church" employing an interactive learning management system. The study also used theological concepts such as Friends and the EDNA Model for Practical Theology to integrate theological research in an interdisciplinary framework. This study serves as a baseline to establish e-learning for innovative dialogue between academia and the church, justifying the need to create an effective Kenyan online church that meets real-life needs on a day-to-day basis for its members. The study also recommends improving the preparedness of church workers through training and investment in local churches for holistic, all-inclusive evangelistic outreach of their members in the online space.

CHALLENGES AND OPPORTUNITIES OF VIRTUAL LEARNING IN HIGHER EDUCATION INSTITUTIONS IN KENYA

Dr. Cherui Gowon, & Dr. Winnie Waiyaki, Daystar University

Virtual learning has received a great deal of attention in recent years, especially with the advent of information technology. In addition, many institutions of higher education adopted online learning during and post the COVID-19 pandemic. It has emerged to be a very important means of delivering knowledge across borders at the touch of a button. However, with its advent, some challenges have been noted. This paper seeks to examine how virtual learning has been used in higher education in Kenya with specific reference to Daystar University. It seeks to highlight the challenges faced in the virtual classroom, from the perspective of the lecturer and the opportunities that exist to better the experience. The paper critically analyzed the various empirical literature that exists coupled with the experience gathered by the lecturers. It was established that the main challenges include technological hitches, struggle to adjust pedagogically, difficulties with assessments, social isolation, and difficulties in workload management. These challenges create an opportunity for distance learning that is well-designed and thought-out. A hybrid way of teaching is recommended to utilize the advantages of virtual learning yet solve some of these challenges.

STUDENT-CENTRIC APPROACH: A CASE STUDY ON LEARNER-CENTERED DESIGN IN VIRTUAL TRAINING

Christine Mbogholi, Amref International University

Online education has become an integral part of the contemporary learning landscape, offering flexibility and accessibility to a diverse student population. In recent years, traditional education models have been increasingly challenged by the need for more personalized and adaptive learning experiences. Recognizing this shift, Amref International University decided to revamp its online curriculum to align with learner-centered design principles. The goal was to enhance student engagement, satisfaction, and ultimately, learning outcomes. This case study delves into the adoption of a learner-centered design approach in the development of online resources and lessons learned by Amref International University's ODeL center technical team. After the COVID-19 pandemic, AmIU shifted from traditional to online learning, focusing on meeting student needs and preferences. The shift led to the adaptation of e-curriculum, the use of modern interactive authoring tools like Articulate, and the development of a comprehensive Learning Management System. Within two years of implementation, virtual training has seen a significant increase in student enrolment to 2300 from a total of 22 countries. The adoption of learner-centered tools and methodologies is crucial for successful online education. However, there's a notable gap in research regarding the impact of these tools and approaches on practical skill acquisition, particularly within higher education settings and in developing economies. A more in-depth investigation into how these methods influence skill development in these specific contexts is warranted to fully understand their effectiveness and potential implications for educational outcomes and economic development.

USING MOODLE'S INTERACTIVE TOOLS IN PROBLEM-BASED LEARNING TO ENHANCE COLLABORATIVE LEARNING: AN EXPLANATORY SEQUENTIAL MIXED METHODS RESEARCH STUDY.

Collaborative learning is crucial for Higher Education Institutions (HEIs) to achieve higher order thinking and creativity to solve problems and promote interactivity in online learning. To achieve these, an integration of pedagogies such as Problem-Based Learning (PBL) in Learning Management Systems (LMS) is imperative. The technology-mediated learning makes such activities diverse and infuses high levels of creativity with what online course creators, instructors, and learners can do to enhance collaborative learning (Munyao, & Wachira, 2022). This integration has however not been empirically tested to measure the effectiveness of problem-based learning in enhancing collaboration in eLearning. Using the case of Moodle LMS, this study seeks to identify the commonly used Moodle tools for collaborative learning. The study will also explore learners' experience in Moodle LMS. Additionally, an assessment of the PBL approach in enhancing collaborative learning will be done to assess the effectiveness of the PBL approach in eLearning. Lastly, the researchers will propose an effective model for integrating PBL in Moodle. To achieve this, an explanatory sequential mixed methods research study will be employed. In the first phase, Moodle log searches will be carried out to measure some of the commonly used tools in select HEIs in Kenya. An analysis of data findings from the Moodle logs will be triangulated with survey questionnaires that will be disseminated to online facilitators. Also, surveys will be disseminated to learners who took online classes in the May 2023 trimester of Daystar University to evaluate their experience with PBL in online learning. In the second phase, qualitative data will be collected through Key Informant Interviews (KIIs) which will be conducted on online facilitators to assess the Moodle tools used and the level of interactivity they brought into the online teaching and learning experience. The triangulated quantitative data from Moodle logs and surveys from online facilitators and learners will be analyzed side by side with qualitative data from facilitators' use of PBL in online learning, to propose a suitable model for leveraging Moodle tools for effective PBL outcomes.

STIMULATION OF SOCIAL LEARNING THROUGH DIGITAL INNOVATION IN HIGHER EDUCATION

The COVID-19 pandemic has disrupted the traditional modes of higher education and forced institutions to adopt new technologies and pedagogies to ensure continuity and quality of learning. This paper explores how digital innovation can stimulate social learning in a transformative higher education ecosystem. Social learning refers to the process of learning from and with others, both formally and informally, through various online platforms and tools. The paper argues that social learning can enhance student engagement, collaboration, and motivation, as well as foster critical thinking, creativity, and problem-solving skills. The paper also discusses the challenges and opportunities of implementing social learning in higher education, such as the need for effective design, facilitation, and assessment, as well as the ethical, legal, and social implications of digital innovation. The paper concludes with some recommendations and best practices for promoting social learning in a post-pandemic higher education landscape.

SOCIODEMOGRAPHIC RISK FACTORS OF MENTAL HEALTH AND ACADEMIC PERFORMANCE IN THE CONTEXT OF ADOPTION OF INNOVATIVE TECHNOLOGIES AT THE KENYAN MEDICAL TRAINING COLLEGES (KMTC) : A CRITICAL REVIEW OF LITERATURE

This study set out to inquire on the intricate relationships between sociodemographic risk factors of mental health and academic performance among the university students with specific interest in Kenya Medical Training College (KMTC). This underlies the importance of properly strategizing mental health promotion, prevention, and intervention in such transformed higher education environments that are increasing their scope with disruptive educational technologies.

Methodology: The study used a literature review technique to integrate previous studies on the distribution of mental health risk factors among university students and their influence on academic performance. It also assessed research on the deployment of e-learning technologies in higher education and their potential implications on students' learning outcomes, especially in the setting of mental health challenges.

Results: Initial outcomes revealed a substantial relationship between several sociodemographic risk factors (e.g., financial restrictions, lack of social support) and mental health concerns among KMTC students, which severely impacted their academic performance. Furthermore, the implementation of e-learning tools like YouTube shown promise in increasing learning outcomes. However, its efficacy varied depending on the students' mental health state and the inclusion of these technologies into the curriculum.

Conclusion: The research underlined the crucial need for inclusive mental health support systems in Kenya's higher education institutions. It also highlighted the likelihood of e-learning technologies to alleviate some of the drawbacks associated with mental health disorders, provided they are successfully incorporated into students' learning settings.

Keywords: *Sociodemographic risk factors, mental health, transformative higher learning contexts, e-learning technologies, students' academic performance, mental health support systems.*

STRENGTHENING HIGHER EDUCATION INSTITUTIONS' INTERVENTIONS IN THE COMMUNITY THROUGH HAND-HELD TECHNOLOGIES AIDED MICROLEARNING.

Micah Matiang'i, and Priscilla Ngunju, Amref International University

The digital divide between urban and rural settings has for long limited training in communities to conventional approaches. The approach is limited in scope, involves high training costs, and limits self-paced learning and access to refresher training resources. Conventional capacity-building approaches in communities by training institutions also take away workers from their stations causing staffing shortages. Despite the efforts the Kenyan government has put into maternal health services, some essential maternal health services are still lacking in rural and Primary Health Care (PHC) settings. Only 52% of pregnant women are attending 4th plus ANC visits with an MMR of 355/100,000 live births and a paltry 25% accessing an obstetric ultrasound screening by the 24th week of gestation. This is a sequel of a value-adding skills shortage in PHCs, a demotivated health workforce, limited health financing, the high cost of deploying technology, and poor health information literacy among pregnant women. Amref International University and its partners Amref Netherlands, Philips Foundation, eHealth foundation, Nursing Council of Kenya, and Radiographers Society of Kenya (SORK), have deployed the emerging hand-held disruptive technologies in maternal health space for the last 4 years in selected counties to improve access to quality maternal, neonatal and child health care. At the intervention sites, it has been observed that there is more access to obstetric ultrasound screening in primary health care facilities, increased health information literacy among pregnant women, and a motivated and more skilled PHC workforce. The project has also emerged with a potentially bankable financing model for MNCH services. The emerging hand-held training technologies have a versatile capability to transform universities' extension interventions. This is subject to appropriate policy change and the embracing of contextualized health financing models.

FRONTAL TEACHING VS. GROUP WORK IN BUSINESS LESSONS

Björn Paape, Christoph Maus, Iwona Kiereta, Rosanna Lettieri, Miriam Khadiri, Julia Müther, Elena Murtazina, Jana Peters RWTH Aachen University

In school practice, different social forms and methods are used to organize lessons. As studies in the context of general education schools have shown, the social forms and methods differ in terms of their effectiveness in the expansion of various competencies. To what extent the results can also be transferred to commercial vocational colleges has hardly been investigated so far although the education is costly for companies. In this study, the social forms of group work and frontal teaching were compared in the context of commercial vocational colleges about their effectiveness for the expansion of professional competence in a new teaching unit, differentiated according to the prior knowledge of 117 students in the city of Aachen in Germany. SPSS has been used to analyze the data including different tests. It could be confirmed that frontal teaching contributes to greater individual learning success than group work when introducing a new teaching topic if the students do not yet have any prior knowledge. The second hypothesis, that group work contributes to greater individual learning success for students with prior knowledge than frontal teaching, could again neither be validated nor falsified in this study. Within the framework of this study, it can be

concluded that (at least for students without prior knowledge) there is a connection between individual learning success, prior knowledge, and the didactic design in the development of a new teaching topic in business lessons at the vocational college. It makes sense for future research to conduct a larger survey based on the findings and results of this study to validate the results for a larger sample to optimize the use of resources in education.

HUMAN-CENTERED DESIGN IN STRENGTHENING CAPACITY OF PUBLIC HEALTH LEADERS IN AFRICA

Joyce Muthoni, Edna Osebe, Willie Ngumi, Amref International University

The Public Health Emergencies Preparedness and Response (PHEPR) leadership training programme was initiated in response to the increasing number of public health emergencies in Africa. This was through a partnership between MSD, Africa CDC, and Amref Health Africa in 2021-2022 and rolled out through the Jibu platform. The goal was to involve the continent's leadership in ensuring preparedness for effective response to emerging emergencies. A human-centered design approach was taken through an active co-creation process enabling key stakeholders to meet learners' needs and realities. The training was developed in English and French, targeting Government and Public Health leaders of PHEPR across 10 African countries. The French version was deployed in the Ivory Coast, Cameroon, and Senegal. Stakeholders collaboratively aligned on the timeline, approach, and focus countries. Design research interviews were conducted to obtain feedback on various aspects, including the topics, delivery methods (synchronous and asynchronous), community engagement, and mentorship. The curriculum outline and module content were co-created with subject matter experts. Prototype development and testing ensued based on the gathered design feedback. Testing involved validation sessions and focus group discussions with learners and faculty, concluding the iterative process. 41 participants were enrolled in the pilot programme, 10 on the French version, reporting an 87.5% pass rate. The pilot faced challenges such as the exclusion of other interested individuals due to the limited number.

Proposals to enhance overall program effectiveness, encourage active participation, and facilitate scale-up included a well-defined schedule for the synchronous Zoom discussions, dashboards for mentors to monitor participants' activity, and an optimized mobile user interface for seamless navigation.

INFLUENCE OF TECHNICAL SUPPORT SERVICES ON THE RETENTION OF OPEN DISTANCE LEARNERS: A CASE OF SELECTED UNIVERSITIES IN KENYA.

Wycliffe Magati Ndege, PhD Candidate, Dr.Anne Nderitu, Senior Lecturer University of Nairobi, Dr.Augustine Mwangi, Senior Lecturer University of Nairobi.

This study examined the influence of technical support services on the retention of students in Open Distance Learning programmes in selected Universities in Kenya. The study aimed to establish the extent to which technical support services influence the retention of students in Open Distance Learning programmes at the selected Universities in Kenya. The study was grounded on Moore's Transactional Distance Theory, Tinto's theory of Institutional Departure, Bean and Metzner's theory of Non-Traditional Student Retention and Kember's theory of Distance Education Attrition. The study used a cross-sectional survey design with a mixed methods approach to collect qualitative and quantitative data. The target population was 1990 students from three purposively selected Universities. From these, a study sample of 322 participants students pursuing Bachelor of Education Programmes by Open Distance Learning was selected by stratified random sampling, using Krejcie and Morgan's formula of sample size determination to participate in the study. Qualitative data was collected from a purposive sample of 9 participants comprising lecturers and technical staff. The study used a survey questionnaire to collect quantitative data from students, a key informant interview, and a focus group discussion to collect data from students, lecturers, and distance learning technical staff. Data was analyzed using inferential statistics and descriptive statistics. The study revealed that technical support services offered to students, regarding online learning materials and technical assistance significantly influenced retention of learners in ODL programmes. The study recommended intensification of the provision of technical support services to ODL students.

ONLINE LEARNING PLATFORM AS A CATALYST FOR BUILDING A COMMUNITY OF PRACTICE AMONG POSTGRADUATE STUDENTS.

Dr. Sitati Emmy, Dr. Wandera Susan, and Dr Cherui Rodgers, Daystar University

The integration of emerging disruptive technologies has brought about a significant transformation in the education landscape. As a result, traditional learning methods are being redefined, leading to a paradigm shift in approaches to learning and teaching in both public and private universities. These advancements are shaping the future of education. Both educators and learners interact regularly to learn together, think together, guide each other to solve real-life problems and share knowledge. This article delved into online learning platforms and how it has promoted a community of practice among postgraduate students in Kenya. The article critically explores the literature on online learning and how it can enhance a community of practice among postgraduate students. The review established that online learning has transformed traditional teaching and learning methodologies. It has improved accessibility, efficiency and effectiveness as students can learn from each other through online forums, discussion boards, collaborative projects and group break rooms, which has enhanced a sense of community among the learners. Although the review brings out concerns like equity, privacy, teacher training and the overall impact of these technologies on educational outcomes, geographical barriers have been broken and education made accessible and engaging to many. Learners can learn together, think together, share knowledge and guide each other through their understanding of societal problems and how they can be resolved. The article recommends a more structured community of practice framework so that it can be embodied in institutional policies. All students registering for postgraduate programs should be trained on the value of community of practice to fully embrace it.

Keywords: *Disruptive learning, community of practice, transformation, online learning platforms, collaborative projects.*

STANDARDS FOR UNDERGRADUATE NURSING E-LEARNING PROGRAMMES IN LOW RESOURCE SETTINGS: A FEASIBILITY STUDY

Dr. Moses Mutua, University of the Free State

Technology is integrated into all spheres of life and has redefined how nursing education is offered. E-learning programmes have experienced a sharp increase attributed to the COVID-19 pandemic, and university boards of management are implementing e-learning as a mode of study in their programmes. The challenges affecting e-learning are mostly contextual, propelled by adopting standards from high-income countries that flourish in specific developmental contexts. When e-learning programmes are applied in low- and middle-income contexts, they often fail or conceptually confuse implementors. A lack of standards constrains the process of determining how these e-learning programmes are to be evaluated to ensure quality. The study describes the feasibility of developed standards in evaluating undergraduate e-learning nursing programmes in a middle-income country setting. A multiple-methods design was used for this study, integrating qualitative and quantitative approaches. The study was a feasibility study conducted at a private university in Kenya. Focus group discussions and interviews were used to collect data. The respondents were support staff (quality assurance managers, ICT, and digital campus staff), educators, and learners. Across the six standards, the respondents provided various areas of agreement with the standards and some divergent opinions. After the data collection, the standards were sent to three experts with experience in higher education and quality assurance in Kenya to ascertain their feasibility, usability, and practicality. The contribution of this larger research study to the body of knowledge is multidimensional. Standard development through an integrative review, validation by experts, and finally testing in middle-income settings with proposed broader integration into low-resource settings for feasibility, usability, and practicality of standards for evaluating the quality of e-learning programmes in undergraduate nursing programmes. The study has provided novel evidence and guidance toward quality e-learning nursing programmes in LMICs.

LEANER BEHAVIOR MODEL FOR A LEARNING MANAGEMENT SYSTEM

Dr. Charles Lwande, & Dr. Lawrence Muchemi, University of Nairobi

Most Learning Management Systems (LMS) lack automated components that analyze data and generate information on learner behavior. Majorly manual methods such as the administration of questionnaires relating to a specific learning style and cognitive psychometric tests have been used to identify specific behavior. The problem with such methods is that a learner can give inaccurate information, is time-consuming, and is prone to errors. While there are existing automated models as reviewed in literature predicting learning style and cognitive traits, most of them are based on a single behavior and tested on specific learning platforms. The primary objective of this study was to design, develop, and evaluate a model complementing Learning Styles with psychology-based ones such as Cognitive Traits. An automatic model based on the Felder-Silverman Learning Style Model and Cognitive Trait Model was designed. Approximately 200,000 log records of 389 students who had accessed e-Learning courses for a 15-week semester were extracted from LMS to create a dataset. From this, a prototype estimating learning behavior based on the two theories was developed and evaluated with students in a classroom environment. The evaluation of the model done using Kappa statistics demonstrated that the interrater reliability results were moderately in agreement with the traditional psychometric methods. Cumulatively, these findings demonstrate that students with similar content navigation behavior share common learning styles and cognitive traits. These results suggest that it is possible to automatically estimate the learning styles and cognitive traits of a learner in a learning management system with fair accuracy. This research brings forth a generic modeling architecture that developers can integrate with existing learning management system platforms to improve learner characterization. Furthermore, a course lecturer can use the information generated by the model to provide learning materials matching identified characteristics for each student and apply appropriate teaching methods.

APPLICATION OF ONLINE PEDAGOGY TO IMPACT ON LEARNERS' BEHAVIOUR IN DISTANCE EDUCATION: A TOOL OF CHRISTIAN EDUCATION AND MINISTRY

Rev. Peter Lee Ph.D, Daystar University

The present-day educational formation takes a trajectory that emphasizes online pedagogy that has enabled the audiences from distance learning to benefit from scholastic initiatives. The ultimate objective of Christian education is to institute transformation in the life of the individual through the deposit of Christian values. A merger between online pedagogy and Christian principles can catalyze transformation for distance learning. This evolution witnessed in education in recent times accelerating distance education through the facilitation of online training becomes a critical tool for Christian education and ministry in the endeavors of world evangelization. This form of learning is flexible in the provision of access to educational opportunities to learners in divergent geographical areas of the world. From a perspective of Christian education, the assimilation of technology and online pedagogy in distance learning is a critical tool not only for the enhancement of the gospel but transformation of communities. This scholarship is keen to examine how the steadfast application of online pedagogy can have a positive influence on the behavioral patterns of students in the platform of distance education and thus facilitate Christian education and ministry. This approach centers on values and principles of Christian origin with a clear aim of outlining how an online pedagogy will influence engagement, motivation, and achieving the learning outcomes of the students. This study will uncover how the utilization of pedagogical principles can model positive behavior, foster spiritual growth, and cultivate a Christocentric educational experience in the virtual space of learning. The study utilizes the mixed methods research design combining literature review, surveys, and interviews to probe methods that online pedagogy policies permeated with Christian values contribute to shaping behavior, fostering spirituality, and establishing Christian communities in the learning platform. We seek to equip educators, instructional designers, and Christian leaders with insights that are practical in the creation of a holistic online learning environment that goes beyond the impartation of knowledge towards the facilitation of spiritual development.

THE EFFECT OF A CHATBOT'S USE ON STUDENT-SPECIFIC TEACHING-LEARNING INTERACTION PATTERNS

Dr. Patrick Bii, University of Kabianga

The researcher conducted systematic observation of interactions that occurred in the conventional classroom environment and systematic observation of interactions that occurred during the use of a chatbot by a teacher and students in the computer laboratory. The observational data thus generated from the two teaching-learning environments was cross-tabbed and chi-square analysed to elicit answers to the research question of whether teaching-learning interaction patterns varied with chatbot integration into the teaching-learning process. The study findings (Interaction: $\chi^2 (12, 509) = 2.888E2, P < 0.001$ for the students and $\chi^2 (4, 748) = 2.048E2, P < 0.001$) for the teachers show that the introduction of chatbot use in teaching and learning does alter interaction patterns, specifically making the teaching and learning environment more constructivist. The recommendation is that students and teachers be exposed to wider chatbot technology use in teaching and learning to help shift teaching-learning environments to become more constructivist.

INTEGRATED PROFESSIONAL DEVELOPMENT SYSTEM THAT WOULD SEE INTEGRATED LEARNING FOR PROFESSIONALS FROM VARIOUS FIELDS FOCUSED ON HEALTHCARE

Emmanuel Oloo, Amref International University, Faith Njiriri, KEMRI Welcome Trust

Over the years, creativity and innovation have resulted in the development of new skills and more use of technology in operations which in turn has positively impacted the quality-of-service delivery in the healthcare industry globally. However, lack of or limited Integrated Learning for different professionals focused on healthcare has remained a barrier to creativity and innovation in the healthcare sector. The traditional siloed approach to professional development and practice limits the cross-pollination of ideas and perspectives essential for fostering innovation and quality improvement in healthcare services delivery. Some of the problems associated with the limitations of the siloed approach include but are not limited to; a stagnant environment where innovative solutions to complex healthcare challenges are seldom generated, Professionals may not fully grasp the intricacies of each other's roles and contributions leading to potential communication gaps and inefficiencies.

Integrated learning can help learners develop critical thinking, problem-solving, teamwork, and other transferable skills that are valuable in any career or field of study (Team Varthana- 11 February 2023). By breaking down disciplinary barriers, we primarily aim to promote a culture of collaboration, creativity, and continuous quality improvement, ultimately enhancing the overall effectiveness of healthcare service delivery. The successful implementation of this initiative is anticipated to lead to improved creativity, enhanced quality of care, and a more dynamic and collaborative healthcare workforce. Utilize teaching professionals from the consortium both virtually and physically, cross-professional Courses, Computers, and Internet Access (To facilitate research, data analysis, and collaboration among participants), Practical Skills Laboratory (To provide hands-on experience and support interdisciplinary projects), Virtual and physical library, Classrooms.

ONLINE SUPERVISION, MENTORSHIP, AND COLLABORATION STRATEGIES FOR GRADUATE STUDENTS IN MOI UNIVERSITY, KENYA: A QUALITATIVE CASE STUDY

Elizabeth A Owino (PhD), University of Kigali, Donald Lwala, Mt. Kenya University

Traditionally, graduate supervision, mentorship, and collaboration have been conducted face-to-face. The COVID-19 pandemic forced institutions of higher education (IHE) to adopt e-learning as part of containment measures for graduate students. This required that supervisors and supervisees meet virtually for supervision, mentorship, and collaboration. Institutions adopted different strategies to ensure that students graduated within the stipulated timelines. In Moi University, Kenya, for example, a WhatsApp group brought graduate faculty staff and students together. On this platform students engaged with their supervisors and peers, ensuring that they gained important insights about their research, critical information was relayed to them, and they also sought clarification. The purpose of the study was to examine the strategies faculty members used in the supervision, collaboration, and mentorship of graduate students on the digital

forum. The study research questions were threefold: What is the immediate need of graduate students? What resources are available to meet graduate students' needs; how do faculty and graduate students communicate? This study adopted a case study design based on a qualitative approach. The sample comprised graduate students and faculty members purposively sampled. The data collected was subjected to thematic content analysis. The study findings revealed that: the students' needs were on supervisory support; resources available to the students were primary information and feedback while the type of communication was both formal and informal; virtual support systems for graduate students are as efficient as face-to-face. The study recommends: HEIs should adopt e-supervision for graduate students; e-support for graduate students should be cross-disciplinary and collaborative; HEIs should develop and implement policies that promote e-supervision for graduate studies.

Abstract #37

ISSUES AND PROSPECTS OF DISRUPTIVE TECHNOLOGIES IN OPTIMIZING LEARNER OUTCOMES IN HIGHER EDUCATION INSTITUTIONS IN KENYA

Dr. Ezekiel Omwenga, Kisii University

The Quest of bringing on board other e-learning technologies as an abrupt shift to online learning has generated new challenges and insights. In the process, many institutions are trying to embrace 21st-century skills in their educational programs. It is crucial to adhere to ICT policy in the pursuit of online teaching and learning at all levels. This has been accelerated with the onset of Covid-19. However, there is uncertainty in achieving the desired usefulness in optimizing the learners' outcomes. The purpose of this study is to examine the technological disruption associated with the adoption of innovations in optimizing learners' outcomes in higher education institutions (HEI) in Kenya. The authors considered papers from six electronic databases. Several factors influenced disruptive technologies in optimizing learner outcomes in HEI in Kenya. This includes poor timing of the innovation, the innovation not meeting the needs and expectations of users, fear of the unknown, financial limitations, unstable school infrastructure, and lack of human resources. To minimize technological disruptions, the study recommended the selection and use of appropriate technologies, sensitizing and motivating the learners to network through global links, adopt new learning modes, and embrace best practices.

PARTICIPATORY DESIGN FRAMEWORK TO ASSURE SAFETY FOR YOUNG ONLINE LEARNERS: A SYSTEMATIC REVIEW

Andrew Aunda Omambia, University of Eastern Africa, Baraton

Young learner's online presence has tremendously increased in the recent past. Online environments have evolved rapidly, becoming more and more universal features of economic, social, cultural, and political life. The study is anchored on the current need by young learners to catch up with their studies online and catch up with myriad web activities basically for the search of eLearning resources. The limits of scope and time of this study canvassed only particular aspects of online safety for online learners. The increasing number of young people online is a safety scare on its own as it is almost parallel with the increase of vulnerability in the same online environment. Very little research is currently engaged in designing young learners online, yet this is a significant concern with many governments globally. Out of this study, excellent recommendations came out like "reflexive interface" prototypes as a strategic means to prevent cyberbullying. This study's reflective interface was highly recommended and encouraged to improve positive digital behavior. The reflex consists of the following interactions: "notifications, action delays, displaying hidden consequences, system-suggested flagging, and interactive education." As much as it sounds good, this kind of recommendation did not involve young learners in the design as the domain expert. This raises a critical question of the relevant use of the recommendation to the group that never participated in the proposal. Even the developers highly recommend that any technological solutions be user-centered. Considering the information cited above this study sought to explore a systematic review of the participatory design framework to assure young learners' safety online.

THE ROLE OF VIRTUAL TEAMS AND TOOLS IN DEVELOPING STRATEGIC PARTNERSHIPS AND COLLABORATIONS IN TALENT DEVELOPMENT: A CASE STUDY OF THE AFRICA HIGHER EDUCATION HEALTH COLLABORATIVE (AHEHC) INITIATIVE IMPLEMENTED BY THE UNIVERSITY OF TORONTO IN COLLABORATION WITH GLOBAL SOUTH HIGHER EDUCATION PARTNERS

Timothy Kinoti and Dr. Penina Lam, University of Toronto

The University of Toronto is the leading implementing partner of the Africa Higher Education Health Collaborative, serving as the Secretariat. The Collaborative is made up of ten partner institutions – eight African higher education partners, among them Amref International University (AMIU) and two Canadian partners. The Collaborative aims to bolster talent development and institutional capacity building. The programs are designed to prepare young African professionals for meaningful work in the growing African health sectors and to meet evolving health needs in select countries. Given the vast geographical distance, much of the relationship-building and program activities are facilitated by virtual technologies with occasional in-person meetings. The presenters will discuss the range of virtual tools and techniques used by collaborating teams. The proposed session aims to showcase the promising practices of a large, talent development initiative that includes multi-country course design, research, and evaluation. Specifically, we will delve into the role of technology in partnership development; program co-creation among the health collaborative partners; and the use of digital technologies for monitoring, evaluation, learning, and adaptation (MELA) to assess program delivery and learning outcomes. The presentation will feature a range of tools and virtual meeting technologies employed to develop partnerships and manage existing ones. The method used is a case study approach, informed by ongoing reflections based on the presenters' experiences leading the Health Collaborative initiative and MELA activities. The Collaborative's course design and delivery rely heavily on diverse strategic partnerships developed through a co-creation process among the University of Toronto faculties and partner institutions in Africa. Continuous program monitoring and evaluations are embedded across all the programs delivered. The program's team gathers feedback directly from stakeholders (learners program staff and leaders). For learners, MELA approach enrolled in the courses using online surveys among other tools, that provided insights into the learners' perceptions, experiences, and learning outcomes. The timely data collected from these digital tools' feeds back to the operations teams and curriculum development teams for ongoing iterations. Sharing our experiences within the higher education platform contributes to the international education community's knowledge base. Our experience will provide participants with insights on strategies related to multi-partner relations and engagement; how to undertake multi-country studies; challenges faced; promising solutions; and the subsequent design, development, and delivery of impactful programs.

UNIVERSAL DESIGN AND STRATEGIES FOR INCLUSIVE HIGHER EDUCATION FOR LEARNERS WITH DISABILITIES: A MIXED ANALYTICAL RESEARCH APPROACH

Scolastica Kariuki-Githinji, Daystar University

Universal Design (UD) in higher education is essential for ensuring accessibility and inclusivity for learners with disabilities (PWDs) worldwide. This qualitative data analysis investigates the application of UD strategies in higher education, with a particular focus on Kenya's policies and implementation based on United States models. The study hypothesizes that Kenya has made minimal implementation of UD for persons with disabilities based on low implementation of disability policies. Nonetheless, emphasizing the significance of UD in creating flexible learning environments and offering diverse modes of content delivery and assessment. The findings draw from 10 prominent peer-reviewed journals in the field, including the "Journal of Postsecondary Education and Disability" and "Disability Studies Quarterly." Despite advancements in certain regions, a notable disparity in UD implementation persists, particularly between Africa and the US, influenced by factors such as resource allocation and awareness. Drawing from research published in journals like 'Disability & Society' and 'International Journal of Inclusive Education,' the abstract proposes actionable recommendations for advancing UD in Africa. These recommendations encompass the development of robust policy frameworks and their implementation, targeted capacity-building initiatives, and enhanced stakeholder collaboration to foster inclusive higher education for PWDs. By aligning with insights from reputable journals in the field, these efforts aim to bridge the accessibility gap and promote equitable learning opportunities globally.

A 2020–2024 BASE-ENDLINE INVESTIGATION OF DEAF AND HARD-HEARING ELEARNING EXPERIENCE AT KENYAN UNIVERSITIES

Dr. Ann Mwiti and Rev. Stephen Kinoti, Daystar University

This study aims to assess the implementation of eLearning for deaf and hard-of-hearing individuals in Kenyan universities using a mixed-method analysis. The evaluation was conducted using a systematic literature review of studies conducted between 2020 and 2024 from at least five databases, as well as a questionnaire administered to selected universities that offer eLearning opportunities to the deaf. The aim is to promote e-learning and create novel strategies to engage individuals who are deaf and hard of hearing in Kenyan universities (Creswell, 2015; Creamer, 2018; John and David Creswell, 2023; Leavy, 2023).

Several studies have shown a correlation between online courses and education and proficiency in sign language. In Spain, a survey showed a correlation between online courses and sign language proficiency (Lago & Acedo, 2017). In Saudi Arabia, teachers faced challenges teaching computer science to deaf students due to limited access to learning tools and a lack of updates on teaching methods. Krasavina et al (2022) proposed the implementation of online learning methods for deaf students at Kalashnikov Izhevsk State Technical University, which led to the creation of electronic courses on geometry. This study intends to conduct a baseline evaluation to determine the level of eLearning offerings for deaf and hard-of-hearing individuals in Kenyan universities from 2020 to 2024. The study aims to provide recommendations for enhancing the provision of eLearning experiences by improving the preparedness of lecturers, enabling them to deliver comprehensive eLearning experiences with integrated pedagogy that caters not only to regular students but also to the training needs of deaf and hard of hearing individuals in Kenyan universities.

ASSISTIVE TECHNOLOGY AND INCLUSIVE EDUCATION AMONG LEARNERS WITH DISABILITIES: A CASE OF PRIVATE UNIVERSITIES IN KENYA

Dr. Susan Wandera, Daystar University

This study investigates use of assistive technology in the implementation of inclusive education among learners living with disabilities in private universities in Kenya. Learners living with disabilities at all levels of Education continue to face educational marginalization limiting their access to quality education. The introduction of Technology has further contributed to inequality to access to quality Education of learners living with disabilities due to limited access to assistive technology in the Higher learning Institutions. This paper aims at exploring the use of assistive technology in the implementation of inclusive education in private Universities in Kenya. It is guided by the following research questions: Investigate the policy gaps that affect the realization of inclusive education and use of assistive technology in Kenya's Higher Education. The extent to which the university environment enables use of assistive technology in the implementation of inclusive education for learners with disability? A descriptive-qualitative design will be employed in data gathering in sampled private Universities in Kenya. It will target learners living with disabilities in the private Universities and lecturers, teachers of learners with visual impairments. The findings of this study will inform policy of University Education on assistive technology during this 21st Century learning.

Keywords: assistive technology; inclusive education; learners with disability.



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'A University for Primary Health Care'

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