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Teaching and learning practices at four East African Universities: lessons and experiences from the TESCEA project

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Abstract:

Over time, teaching and learning practices in higher education have been characterized by didactic, teacher-centered approaches. Subsequently, the need to use active learning methods that meet the twenty-first-century skills expectations led to the birth of the *Transforming Employability for Social Change in East Africa* (TESCEA) Project. The aim of the project was to promote transformative learning that, among others, enhances teachers' knowledge about critical thinking concepts, teaching for critical thinking, and gender responsiveness. Experiences and lessons that emerged from the project show that active learning strategies create a reflective environment that challenges previously held assumptions. We recommend a long-term study to assess the impact of applying active learning strategies, such as those that were promoted by TESCEA, on teachers' ability to promote transformative learning.

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