

Elizabeth Okwisa Mbatu

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Career Profile

An accomplished Teacher Education Specialist with extensive experience in Research, curriculum development, implementation and evaluation.

Summary

- I have extensive experience in conducting research on curricular implementation including carrying out regular monitoring and reporting.
- I am adept at receiving feedback and making continuous revisions to ensure the best possible product
- I have excellent ICT integration in education skills including instructional design for blended learning, teach and collaborate on-line.
- I have outstanding training, leadership, and communication skills
- I am adept at planning, budgeting, and forecasting
- I have excellent ability to write books and develop other educational resources
- I am hard working, able to multi-task and easily adapting to changes in work environment

Academic Qualifications

- (i) University of Southern Queensland (USQ) Australia,
Master of Education in Flexible Learning; **2005/2007**
- (ii) Kenyatta University,
Bachelor of Education (B.Ed) Science, **2nd** class Hons, Faculty of Science - Botany and Zoology: **1988/1991**
- (iii) Kenya Science Teachers College, Diploma in Science: Biology & Chemistry; **1982.**

Experience

A. Consultant; Educational Technologist and Instructional Designer for Blended Learning;

The Aga Khan University and Hospitals (Karachi, Dar es Salaam, Nairobi and Kampala Campuses).

Role;

Train faculty in Blended learning methodologies, Design instruction for Blended learning and support faculty to teach using BL approaches.

B. Sept. 2010 to Jan 2012; Teacher Education Specialist;

USAID funded FHI360 - Kenya Teacher Education and Professional Development Program (TEPD).

- **Develop annual operational budgets, and implement the following;**
 - Launch Professional Development Centers (PDCs) in 21 Public Primary Teacher Training Colleges in Kenya, train staff to conduct action research and address challenges in training student teachers at the teacher training colleges through the PDC and follow up the student teachers during teaching practice in primary schools.

- Conduct Research, Develop training modules, facilitate and support trainings to improve the skills of Primary Teacher Training College Tutors through a tutor induction and training program through the PDC.
- Conduct research, develop and utilize the Kenya teacher competency Framework to capacity build education managers to raise standards and improve quality for both pre-and in-service teachers.

**C. Jan. 2000 to August 2010; Assistant Director; Research, Curriculum Design & Development; Director for Open and Distance Learning.
Kenya Institute of Education (KIE)**

- i) Teacher Education Curriculum,
To research, review existing curricular, and re-design tailor made client suitable and appropriate curricular including curriculum implementation support materials.
- ii) Train Teachers
Train teachers to teach revised curriculum
- iii) Design teacher's e-learning courses;
Research teachers' needs and develop tailor-made blended learning courses to enhance Professional Development.
- iv) Secondary school digital content
Plan, collect data (videos, stills, animations), develop secondary school digital lessons and train teachers to integrate the lessons in daily work.
- v) Review curriculum and develop digital content;
Write scripts for interactive multimedia student video lessons, teacher's video guides, student's lesson activity sheets, student's interactive multimedia personal instruction lessons and student assessment sheets.
- vi) Train Teacher educators to integrate multimedia video lessons
Develop video integrated learner centred lesson plans, and teach the lessons.
- vii) Radio lessons
Write primary school scripts for interactive radio instruction.
Produce primary school radio lessons in the studio aired on KBC channel

d. Integrate Cross cutting issues in curriculum and classroom instruction

- i) HIV & AIDs, Life skills Education, Environment Conservation, Child labour, Human rights, children Rights
Write teacher resource materials and train teachers to integrate cross cutting issues in classroom instruction.
- ii) Write student supplementary materials to provide more information and increase knowledge and skills.

e. Sept. 1986 to Dec. 1999; Teacher trainer (tutor) Highridge Teacher Training College

• Regional coordinator for teaching practice

- i) Develop supervisory schedules, assign college tutors teaching practice supervisory roles for various primary schools and coordinate the tutor supervision.
- ii) Train student teachers to teach in primary schools.

Referees

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