

## **Adapting to The New Normal; The Learning Design challenge**

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### **Abstract**

The United Nations general assembly came up with a global development plan up to the year 2030. In Kenya, it was launched in 2008 as Kenya's development blueprint. The purpose was to make Kenya a middle-income country capable of providing high quality life for all its citizens by the projected year of 2030; hence referred to as Kenya vision 2030. Sustainable Development Goal 4 deals with Quality Education which should focus on inclusivity, equity and promoting lifelong learning opportunities for all. The COVID-19 pandemic has had an intense impact on the delivery of higher education. The study established whether the learning designs that were used to ensure access and continuity had any challenges. The findings revealed that some digital platforms were used without having structured learning designs. The challenge was ensuring that the lessons were learner centred, designing for active learning, and the teacher presence during asynchronous mode of delivery. The study recommends training of academic staff on the use of short instructional video clips to: introduce the lesson in a memorable manner, emphasize on the abilities to be acquired by the learner, act as a bridge between synchronous and asynchronous designs, make use of non-verbal cues that aid learning in line with inclusivity, summarise the lesson and link it to the next one. Pedagogical support should be provided for synchronous interaction and engagement with students, highlighting on the abilities to be acquired by learners using the learner centred outcome-based approach to learning.

**Key words:** new normal, Covid-19, challenges, learning design, quality higher education.