



Innovative Pedagogies Enhancing STEM Education Outcomes in Senegal

Sélima Sow^{1,2}, Mamadou Ndiaye^{1,3}, Ndiaté Touré^{1,3}

¹ Cheikh Anta Diop University (UCAD), Dakar

² Institut Pasteur de Dakar

³ African Institute for Mathematical Sciences (AIMS) Senegal

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Correspondence: ssow@hotmail.com

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Author notes

Sélima Sow is affiliated with Cheikh Anta Diop University (UCAD), Dakar and focuses on Education research in Africa. Mamadou Ndiaye is affiliated with Cheikh Anta Diop University (UCAD), Dakar and focuses on Education research in Africa.

Ndiaté Touré is affiliated with African Institute for Mathematical Sciences (AIMS) Senegal and focuses on Education research in Africa.

Abstract

This study examines innovative pedagogical strategies implemented in Senegal to improve STEM education outcomes. Qualitative data collection methods were used, including teacher interviews and classroom observations. Participant feedback was gathered through focus groups. Classroom dynamics shifted towards more interactive and collaborative learning activities, with a notable increase in student participation rates from 40% to 65%. Innovative pedagogies led to significant improvements in student engagement and understanding of STEM subjects. Further research should be conducted on scaling up these practices across more schools in Senegal, with a focus on teacher training and curriculum adaptation.

Keywords: *African Geography, Pedagogical Innovations, STEM Education, Classroom Practices, Qualitative Research, Educational Outcomes, Methodological Approaches*

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