

Dr. Selina Thomas Mkimbili

Dr. Selina Thomas Mkimbili is a lecturer at Mkwawa University College of Education, Department of Educational Psychology and curriculum studies. She is a specialist in Science Education, and her research is centred on practical work, inquiry-based science teaching, students' interest in science and learner-centred science teaching. In collaboration with other scholars from the University of Oslo Dr. Selina Mkimbili has conducted research aimed at realizing learner-centred science teaching in secondary schools in Tanzania. Specifically, Dr. Mkimbili's team investigated students' interest in science, their engagement in critical thinking skills and inquiry-based science teaching in schools with contextual challenges. She undertook her doctorate degree at the University of Oslo Department of Teacher Education and School Research. She also studied Masters of Education in Science and Bachelor of Education in Science from the University of Dar es Salaam. She teaches Curriculum courses, Science Teaching Methods and Research courses at Mkwawa University College of Education. Before Joining Mkwawa University College of Education, she was a tutor at Monduli Teachers College teaching Biology, Curriculum and Biology Teaching Methods.

Publications

1. Mkimbili, S., Tiplic, D., & Ødegaard. M. (2017): The Role Played by Contextual Challenges in Practising Inquiry-based Science Teaching in Tanzania Secondary Schools. *African Journal of Research in Mathematics, Science and Technology Education*, 21(2), 1-11.
2. Mkimbili, S., & Ødegaard. M.. (forthcoming) Potentials for Inquiry-based Science Teaching in Community Secondary Schools in Tanzania.
3. Mkimbili, S., & Ødegaard, M. (2017). Student Motivation in Science Subjects in Tanzania, Including Students' voices, *Res Sci Educ.* <https://doi.org/10.1007/s11165-017-9677-4>
4. Mkimbili, S. (2018). Learner-centred Science Teaching in community secondary schools in Tanzania, PhD thesis, University of Oslo, www.duro.uio.no/handle/108520279

Conferences presentation

1. Mkimbili S. (2017). The opportunities for inquiry-based science teaching for schools under contextual challenges, Paper presented at SAARMSTE conference in South Africa, January 2017,
2. Mkimbili S (2017). Students interest in science subjects in schools under contextual challenges, Paper presented at SAARMSTE conference in South Africa, January 2017
3. Mkimbili, S. (2018) *Learning science with a second language: Issues and perspectives generally and from the Tanzania perspective.* Trial lecture presented at the university of Oslo, Faculty of Educational Science, 16, February 2018.

