World Academy of Science, Engineering and Technology
International Journal of Educational and Pedagogical Sciences
Vol:13, No:03, 2019

A Quantitative Study of Blackboard Utilisation at a University of Technology in South Africa

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Abstract : As a result of some schools embracing technology to enhance students' learning experiences in the digital era, the Faculty of Education at a University of Technology in South Africa has mandated lecturers to scale up their utilisation of technology in their teaching. Lecturers have been challenged to utilise the institution's Learning Management System - Blackboard among other technologies - to adequately prepare trainee teachers to be able to teach competently in schools. The purpose of this study is to investigate the extent to which lecturers are utilising Blackboard to enhance their teaching. The study will be conducted using a quantitative approach, and its paradigmatic position will be positivist. The study will be done as a case study of the university's Faculty of Education. Data will be extracted from all 100 lecturers' Blackboard sites according to their respective modules, and it will be analysed using the four pillars of Blackboard as a conceptual framework. It is presumed that there is an imbalance on the lecturers' utilisation of the four pillars of Blackboard as the majority use it as a content dumping site.

Keywords : blackboard, digital, education, technology
Conference Title : ICELET 2019 : International Conference on e-Learning and e-Teaching
Conference Location : London, United Kingdom
Conference Dates : March 14-15, 2019

Open Science Index, Educational and Pedagogical Sciences Vol:13, No:03, 2019 publications.waset.org/abstracts/100397.pdf