

Challenges Caused by the Integration of Technology as a Pedagogy in One of the Historically Disadvantaged Higher Education Institutions

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Abstract : Incorporation of technology as a pedagogy has many benefits. For instance, improvement of pedagogy, increased information access, increased cooperation, and collaboration. However, as good as it may be, this integration of technology as a pedagogy has not been widely adopted in most historically Black higher education institutions especially those in developing countries. For example, the socioeconomic background of students in historically black universities, the weak financial support available from these universities, as well as a large population of students struggle to access the recommended modern physical resources such as iPads, laptops, mobile phones, to name a few. This contributes to an increase in the increase of educational inequalities. The qualitative research approach was utilized in this work to gather detailed data about the obstacles created by the integration of technology as a pedagogy. Interviews were conducted to generate data from 20 academics from 10 Level two students from one of the historically disadvantaged higher education Institutions in South Africa. The findings revealed that although both students and academics had overwhelming support of the integration of technology as a pedagogy in their institution, the environment which they found themselves in compromise the incorporation of technology as a pedagogy. Therefore, this paper recommends that Department of Higher Education and University Management should intervene and budget for technology to be provided in all the institutions of higher education regardless of where the institutions are situated.

Keywords : collaboration, integration, pedagogy, technology

Conference Title : ICERI 2024 : International Conference on Education, Research and Innovation

Conference Location : New York, United States

Conference Dates : July 11-12, 2024