

The Transformative Landscape of The University of the Western Cape's eLearning Center: Institutionalizing eLearning

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Abstract : In May 2005, the University of the Western Cape (UWC) established an eLearning Division (ED) that, over the past 18 years, accelerated into the institutionalization of an efficient eLearning Centre. The initial objective of the ED was to incessantly align itself with emerging technologies caused by digital transformation, which progressively impacted Higher Education Institutions (HEIs) globally. In this paper, we present how the UWCs eLearning Division (ED) first evolved into the eLearning Development and Support Unit (EDUS) and, currently called the 'Centre for Innovative Education and Communication Technologies' (CIECT). CIECT was strategically separated from the Department of Information and Communication Services (ICS) in 2009 and repositioned as an independent structure at UWC. Using a comparative research method, we highlight the transformative eLearning landscape at UWC by doing a detailed account of the shift in practices. Our research method will determine the initial vision and outcomes of institutionalizing an eLearning division. The study aims to compare across space or time the eLearning division's rate of growth. By comparing the progressive growth of the UWC eLearning division over the years, we will be able to document the successes and achievements of the eLearning division precisely. This study's outcomes will act as a reference for novel research subjects on formalising eLearning. More research that delves into the effectiveness of having an eLearning division at HEIs in support of students' teaching and learning is needed.

Keywords : eLearning, institutionalization, teaching and learning, transformation

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