

UNISA E-tutors' Perceptions, Experiences and Views of Active Learning

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ABSTRACT This qualitative study was influenced by the changes in UNISA's tutorial system, migrating from face-to-face communication to e-tutoring. It aims to capture the views, perceptions and experiences of ten e-tutors from the College of Education, as they are to implement active learning within their e-tutoring via interviews. Drawing from the Developmental and Behavioural theorists' perspectives and from factors related to perception, the experience and views of e-tutors on active learning were explored. The research is further aligned with the views of constructivists, who put more emphasis on situated learning, chaos and digital factors. The basis of the theory is that learning is developmental, situational and context sensitive, as well as digital. The theory further purports that the tutors' conception of teaching and learning influences their tutoring style. The findings revealed that some tutors are struggling to implement active learning because they are digital migrants or they lack the digital knowledge.