

Educational Technology Training: Staff Development Approaches**Eunice Ndeto Ivala**

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ABSTRACT Globally, information and communication technologies (ICTs) are seen as one way of solving societal and business challenges. As a result, the South African Government identifies the use of ICTs in teaching and learning as one way of addressing societal and business challenges. Due to this call from the government, higher education institutions (HEIs) have invested and adopted ICTs, and the manner in which ICTs are understood and used (or not used) are institution-specific. However, adoption of ICTs has not been without challenges. As a result of these challenges, most HEIs have established a Directorate for e-learning that is tasked with staff development. Staff development approaches adopted are institution-specific and aimed at achieving a critical mass of staff that are competent to infuse and enhance the institution's capability to sustain the integration of technology. This paper presents staff development strategies currently being employed globally and at the Cape Peninsula University of Technology (CPUT) in preparing for integration of technology in teaching and learning, and CPUT lecturers' experiences of the initiatives. Qualitative methods were used to gather data and they were analysed inductively. A major finding was that CPUT uses strategies utilised elsewhere in other HEIs globally, and lecturers find them invaluable. The findings of this study may offer staff development options and insights for use by other HEIs in South Africa and elsewhere.