

The Integration of ICT in TVET College Classrooms: A Case in Automotive Repair and Maintenance Teaching

Vasidevan Naiker¹ and Moses Makgato²

*¹Department of Educational Information Technology,
University of Witwatersrand, South Africa*

*²Department of Technology Education, Tshwane University of Technology, South Africa
E-mail: ¹<Vasi.Naiker@wits.ac.za>, ²<MakgatoM@tut.ac.za>*

KEYWORDS Content. Pedagogical. Technical. Vocational

ABSTRACT This paper examines the knowledge and beliefs that TVET lecturers have about teaching automotive repair and maintenance in South African TVET colleges. ICT technology provides the means through which technical vocational education can improve the TVET sector. The success of technology integration in VET depends largely upon lecturers, their professional knowledge, pedagogical and technological knowledge and the relationship between their beliefs about these constructs. In this paper, mixed methods were used to examine how lecturers' knowledge and beliefs influenced their technology integration practices. Questionnaires and interviews were used to collect data from twelve TVET lecturers teaching Automotive Repair and Maintenance in four TVET colleges in Gauteng. It was discovered that specific characteristics or behaviors related to each of the technology integration components of TK, TCK and TPK impact successful planning and implementation of TVET lecturers' technology-enhanced lessons.