

PRINT: ISSN 0975-1122 ONLINE: ISSN 2456-6322

International Journal of
EDUCATIONAL SCIENCES

 © Kamla-Raj 2018

Int J Edu Sci, 20(1-3): 49-63 (2018)
DOI: 10.31901/24566322.2018/20.1-3.07

**Blended Learning and Educators' Digital Technology Literacy
for the TV White Spaces Pilot Project in
Mankweng Circuit, South Africa**

Tlou Ramoroka and Johannes Tsheola*

*Department of Development Planning and Management, University of Limpopo, Polokwane,
South Africa, 0727, Private Bag X1106, Sovenga 0727
Telephone: +27 15 268 4164, Fax: 086 621 9636, E-mail: millicent.ramoroka@ul.ac.za*

KEYWORDS E-learning. Face-to-face Didactics. ICT Literacy. Informatics. Knowledge Domains

ABSTRACT This paper examines the levels of information and communication technology (ICT) literacy among educators at three high schools in Mankweng Circuit where the TV White Spaces Pilot Project has been implemented since July 2013 to promote blended learning. The paper examines survey results among 24 educators in order to demonstrate that the TV White Spaces Pilot Project has not revolutionized teachers' confidence in computer and ICT literacy, e-pedagogies nor digital informatics. Beyond infrastructure resourcing, successful implementation of blended learning is largely dependent upon "computer and information literacy" among both students and educators, requiring therefore investments in time and energy for acquisition of instructional methodologies, strategies and skills. For this reason, the ubiquity and inevitability of e-learning in South Africa could potentially underestimate the complexities of establishing pedagogic abilities, skills and confidence in the attendant digital technology informatics among educators, who are challenged to blend digital informatics with conventional didactics.