

(ICT)-Enhanced Teaching and Learning in the College of Human Sciences, University of South Africa

Denzil Chetty

*College of Human Sciences, University of South Africa, PO Box 392, UNISA 0003
South Africa*

Telephone: +27 (0) 12 429 4055 / +27 (0) 74 182 5099, E-mail: Chettd@unisa.ac.za

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ABSTRACT Over the past few years, we have seen the advent of Information and Communication Technologies (ICTs) transforming our conventional understanding of education, more specifically teaching and learning practices. While the introduction of ICTs have brought to the fore many optimistic benefits, such as improved lecturer-student interactions, and new mediums for designing innovative curricula, it has also posited a re-envisioning of the business models of higher education institutions (that is, face-to-face, online and hybrid models). Against this background, this paper aims to ascertain the nature of ICT integration in the College of Human Sciences at the University of South Africa and its prospects and challenges for a blended learning model (print and electronic). This paper employs a qualitative analysis, with a research sample of 132 academics randomly selected through an open survey. The findings indicate potential for the expansion of the teaching and learning environment through innovative use of varying technologies and the critical position of institutional infrastructure in addressing the challenges of the changing education landscape.