ISSN 0975-1122
International Journal of
EDUCATIONAL SCIENCES

© Kamla-Raj 2014
PRINT: ISSN 0975-1122 ONLINE: 2456-6322
Int J Edu Sci, 6(1): 117-124 (2014)
DOI: 10.31901/24566322.2014/06.01.14

Assessing How E-learning Implementation has Enhanced the Lecturers' Teaching Practices at a South African University

Tabisa Mayisela

Centre for Learning and Teaching Development, Walter Sisulu University, Mthatha, South Africa, 5099
E-mail: tmayisela@wsu.ac.za

KEYWORDS E-learning Strategy. ICT Access. ICT Competence. Pedagogical Beliefs

ABSTRACT This paper reports on findings of a study carried out at a university in South Africa. The purpose of this study was to investigate how the lecturers' teaching practices improved as a result of e-learning implementation at the university in question. The main problem was that the university had invested so many resources on e-learning implementation and so it was worthwhile investigating the returns on investment. The study followed a case study design that utilized a combination of both quantitative and qualitative approaches. A semi-structured questionnaire was used to collect data from a purposive sample of lecturers who made use of e-learning in their courses. The results suggested that the integration of information and communication technology (ICT) and specifically the Blackboard learning management system, into learning and teaching, had enhanced the lecturers' teaching practices. The study further found that through e-learning, lecturers could upload online materials, communicate with their students and administer/mark online assessments, to mention a few. The students had the opportunity to interact with the online materials, communicate among themselves and with the lecturer, and construct and retain knowledge. Recommendations, limitations of the present study and suggestions for future research were made.