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

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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.