

Demystifying the Technology Myth: Experiences of 'Techno-Phobians' in Teaching Adults Through myUnisa

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ABSTRACT University of South Africa (UNISA) is an Open Distance Learning institution with over 270,000 students all over the world. In 2005 it introduced a course management system, *myUnisa*, to enhance communication between lecturers and students. This was in keeping with best Open Distance Learning practice but some academics had problems with technology as a teaching tool because of limited computer knowledge and skills. These 'techno-phobians' who had morbid fear for technology regarded teaching through it as a mystery and unattainable feat. Although the University provided short training it was inadequate to dispel anxiety and equip lecturers with adequate knowledge and skills to teach through technology. Through determination to protect their career, some academics formed a support club, taught each other to gain confidence and shed the myth regarding technology. This case study which used qualitative research method reports on 20 self-confessed 'non digital natives' academics who shared their experiences with the researcher regarding how they learnt to teach through *myUnisa*. The objective of the paper is to share the experiences of some academics with their colleagues in Open Distance Learning environment with little or no computer skills and to encourage them to persevere through their own efforts to acquire the basics to enable them provide students with academic support needed to succeed in their studies.