

The Prevalence of Computer-Assisted Teaching and Learning in Business Studies Classrooms

Burman Musa Sithole¹ and Mutendwahothe Walter Lumadi²

¹Department of Languages and Social Sciences Education, University of Botswana, Botswana

*²Department of Curriculum and Instructional Studies, P.O. Box 392, UNISA,
Pretoria, 0003, South Africa*

E-mail: ¹<sitholeb@mopipi.ub.bw>, ²<Lumadmwa@unisa.ac.za>

KEYWORDS Business Education. Business Studies. Computer-aided Learning. Constructivist Pedagogy. Information and Communication Technology

ABSTRACT This paper is based on research for a thesis at the University of South Africa. The original study examined the pedagogical practices of Business Studies teachers in Botswana junior secondary schools and it explored the extent to which business teachers incorporate constructivist pedagogies in their classroom practices. This paper focuses on one of the areas explored in the main study and discusses the prevalence of computer-aided teaching and learning in Business Studies classrooms. The findings suggest that Business Studies teachers have a working knowledge of basic computer technology tools and that they use computers mostly to produce teaching aids, for record keeping, for research and for setting tests and assignments. Although ICT resources are available in the schools, the majority of teachers has not yet integrated information and communication technologies on a consistent basis as both a teaching and learning tools.