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A Blended Learning Approach to the Professional Development of TVET College ICT Educators: A Case Study [Abstract only]

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Abstract

The South African Technical and Vocational Education and Training (TVET) sector introduced new career-oriented qualifications in 2007. The throughput and retention rates for the National Certificate (Vocational) in Computer Science and Information Technology were low from inception. It was soon recognised that the low level of lecturer qualifications and lecture quality were among the factors contributing to this problem.

A Professional Development Programme was designed as a pilot intervention to enhance the teaching capacity of these lecturers. Its overall goal was to equip participants with the theory and principles of education while blending theory with praxis to ground the learning environment in the reality of teaching the curriculum. The programme was delivered using a blended learning approach, and, as it was a pilot designed as an urgent intervention, it followed the principles of a negotiated curriculum. This research comprised the monitoring and evaluation of the programme both internally and externally and was designed to ascertain the extent to which the programme was successful in assisting the lecturers in improving their delivery of the syllabus.

This paper reports on the findings from both internal and external evaluations, discusses their significance within the context of the research and makes recommendations for future practice within the TVET College sector.

Keywords: TVET, teacher professional development, negotiated curriculum, blended learning

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