EMERGING CHALLENGES RELATED TO DIGITAL PEDAGOGY: A PRACTITIONERS' CASE

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INTRODUCTION

- Higher Education (HE) was negatively impacted by Covid-19.
- HE institutions adapted to a virtual environment, online technologies and digital solutions giving rise to rise to digital pedagogy.
- Digital pedagogy has emerged as a powerful tool for teaching and learning.
- Adoption of digital pedagogical practices, such as online courses, flipped classrooms, and massive open online course (MOOCs).

OBJECTIVES

- To explore emerging challenges linked to digital pedagogy from a practitioner stance.

METHODOLOGY

- A qualitative research design with a semi-structured interview schedule distributed to practitioners during the COVID-19 pandemic.
- Participation observation used for data gathering.
- Purposive sampling
- Thematic analysis was used to analyse qualitative data by categorization thereof into themes and sub-themes.
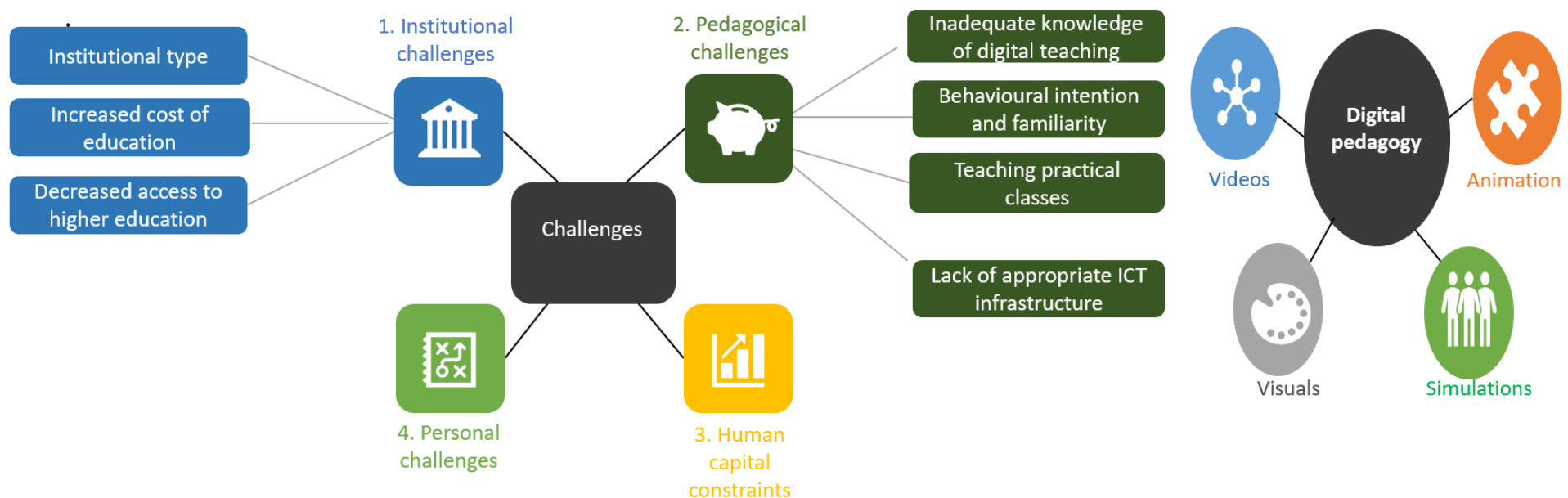
RESULTS

Figure 1: Themes and Sub Themes

Figure 2: Digital Pedagogy

RESULTS Cont.

Inadequate knowledge of digital teaching

A major challenge identified was that of the skills endowment necessary to engage in multi-modal teaching and learning viz. information literacy.

Behavioural intention and familiarity

It was noted that in fact, majority of our senior colleagues have negative disposition to learning, fresh, digital approach to teaching.

Teaching practical classes

A practical component was identified as a significant pedagogical stumbling block coupled with online assessment in the absence of invigilation.

Lack of appropriate ICT infrastructure
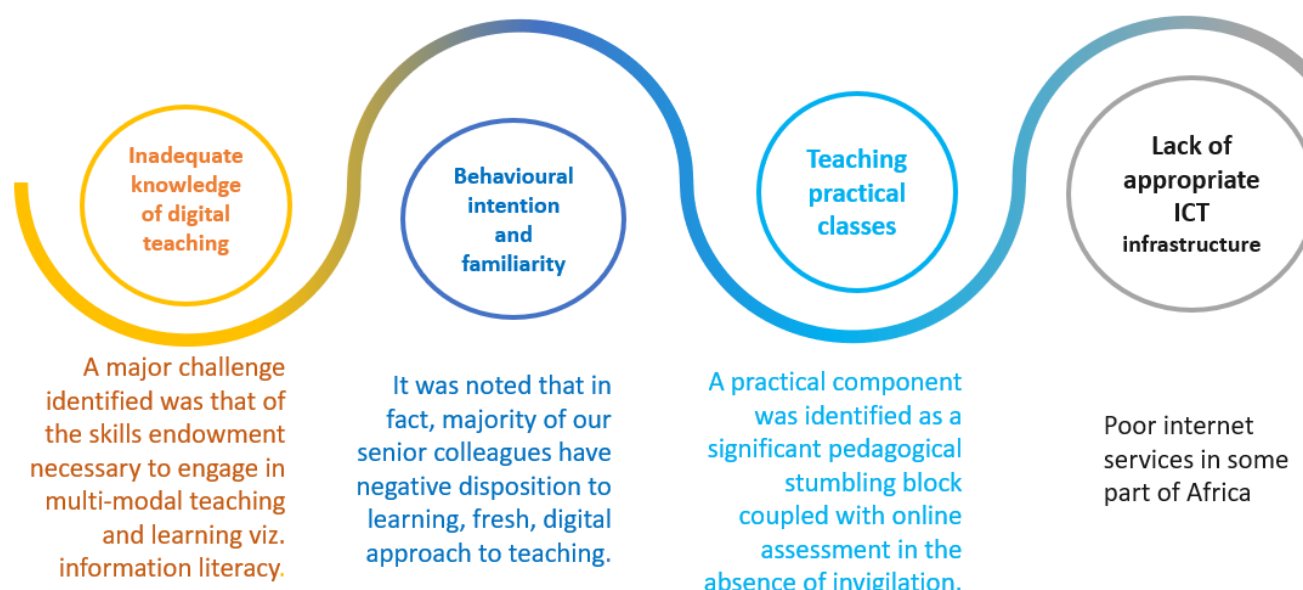
Poor internet services in some part of Africa

Figure 3: Pedagogical Challenges

CONCLUSIONS

- Higher education institutional type influenced the implementation of digital pedagogy.
- Role players to strengthen the implementation of digital pedagogy for future use.
- Digital pedagogy would influence costs associated with higher education as well as access.