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Nota di contenuto	Computers in the classroom: What informs what we teach the teachers? -- Computers and care? How can ICT integration help to build supportive PLC in ITE? -- The praxis of critical digital pedagogic practices in initial teacher education -- The missing links in South Africa's quest for pedagogical integration of ICTs in schools: Implications for e-education and initial teacher education -- Teacher educators' pedagogical thinking in an ERTL programme: The case of two higher education institutions -- The affordances of iPads for pupils, teachers and teacher educators in the documentation of visible learning and teaching -- A constructionist approach of ICTs in learning and assessment: Students' perspectives -- The effect of teacher professional development in the adoption of ICT in teacher practices in Gauteng province -- Mathematics teacher educators' use of virtual tools in lecture delivery -- Improving students' understanding of geometry concepts through dynamic geometry computer software -- Microsoft Excel: A promising tool for teaching basic descriptive statistics in initial teacher-training institutions -- The effectiveness of selective visible thinking tools in developing online critical thinking in first-year Chemistry preservice teachers -- Effective online pedagogical practices in an ICT literacy course for first-year preservice teachers

lacking computer skills -- Preservice teachers' challenges in the integration of information and communication technology in Engineering Graphics and Design: A spotlight on sectional drawing -- Supporting student cognition of scientific knowledge through multilingual e-learning pedagogy -- Evidence of using digital stories as a pedagogy for isiXhosa second additional language learning -- The many voices of the 'digital turn': Four lines of inquiry into education and the digital in post-COVID-19 South Africa.

Sommario/riassunto

"This book's research is on online pedagogical approaches devised by teacher educators and researchers to circumvent a face-to-face curriculum delivery during the COVID-19 pandemic. The challenge faced by educators was that they were uncertain of how to use digital technologies in teaching, learning and assessment productively. This book reports on case studies on teaching student teachers with technology in a way that advanced not only communication but also the cognitive growth of students in relation to disciplinary knowledge. The scholars from South African universities used both conceptual and empirical methodologies, mostly in qualitative set-ups. The scholarly contributions in this book are varied. They cover theoretical nuances for ICT use in education, considerations for the use of computers in the classroom, pedagogical thinking and pedagogical integration of ICTs in education, affordances of iPads in visible teaching and learning, supporting student cognition in Languages, Mathematics, Science, Engineering Graphics and Design with ICTs. The use of software applications such as GeoGebra and Excel in teaching and learning mathematics is researched, among others. The rich discussions that emerged from their research enable academics to learn from 'others' innovative moments that came as a result of pandemic pressure. The recommendations in this book can be used in blended learning beyond the COVID-19 era, as curriculum delivery methods are bound to change. The value of this book is that it reports on pedagogical innovations in using digital technologies in teacher education. Researchers have an opportunity to learn from this book how to deal with the tantalising teaching and learning problem of our time: How can the use of digital technology transform teaching and learning in general and teacher education in particular?."--
