



UNIVERSITY of GUYANA



INAUGURAL VIRTUAL SYMPOSIUM

Unleashing the Techie within: Paradigms, Perspectives, and Opportunities

Date: Friday, 11 October 2024

Time: 09:00 hrs – 14:30 hrs

Zoom ID: 957 7337 2535 | **Zoom Passcode:** 896737

Zoom Link:

<https://zoom.us/j/95773372535?pwd=8XOnSElqQabtJGwyxtLIFy7tb8Zbep.1> |

Opening Ceremony

Chairperson: *Dr Charmaine Bissessar*, University of Guyana

09:00 hrs **National Anthem**

09:05 hrs **Welcome Remarks**

Prof Paloma Mohamed Martin, A.A, Vice-Chancellor, XI,
University of Guyana

09:20 hrs **Introduction of Keynote Speaker**

Dr Charmaine Bissessar, Director, Centre of Excellence
for Teaching and Learning (CoETaL), University of
Guyana and Director, Educational Onlining Support
Services Unit (EdOSS), University of Guyana

09:25 hrs **Keynote Address**

Lenandlar Singh, Lecturer, Faculty of Natural Sciences,
University of Guyana

09:45 hrs **‘Unleash the techie Within’ (Poetry and Guitar
Rendition)**

Anupa Gobin, Third Year Student, School of
Entrepreneurship and Business Innovation (SEBI),
University of Guyana

09:50 hrs **Coffee Break**

Theme 1: Technology Integration in Education

Moderator: *Dr. Simone Bernard*, Deputy Librarian, University of Guyana

- 10:00 hrs** **Mapping Teachers' Technology Use and Pedagogical Strategies: Insights for Effective Technology-Enabled Learning in the 21st Century**
Dr Jeanette Lafleur, Lecturer, University of Witwatersrand
- 10:15 hrs** **Question and Answer Segment**
- 10:20 hrs** **An Exploration of Teachers' Perceptions of Technology Acceptance: The Case of Two Government and Denominational Schools in Trinidad and Tobago**
Mark Salina, EdD Student, UWI Global Campus
- 10:35 hrs** **Question and Answer Segment**
- 10:40 hrs** **An Exploration of Primary School Teachers' Perceptions of the Integration of Technology in the Classroom in Anguilla**
Tricia Richardson, EdD Student, UWI Global Campus
- 10:55 hrs** **Question and Answer Segment**

Theme 2: Impact of Technology on Learning

Moderator: *Dr Kara Lord*, Lecturer, Faculty of Education and Humanities, University of Guyana

- 11:00 hrs** **Impact of Artificial Intelligence Tools on Self-Directed Learning Among Bachelor of Youth and Community Development Students**
Lauristan Choy, Lecturer, Faculty of Education and Humanities, University of Guyana
- 11:15 hrs** **Question and Answer Segment**
- 11:20 hrs** **An Exploration of Teachers' Perceptions of Students' Cognitive and Affective Engagement during Emergency Remote Teaching in Jamaica**
Sharon Gilzene, EdD Student, UWI Global Campus
- 11:35 hrs** **Question and Answer Segment**
- 11:40 hrs** **Lunch**

Theme 3: Faculty and Teacher Engagement with Technology

Moderator: *Dr Jacqueline Murray*, Director, IDCE, University of Guyana

- 12:40 hrs** **Understanding Faculty’s Perspectives on Using a Learning Management System at a Caribbean University in Guyana**
Dr Gentian Miller, Lecturer, Faculty of Education and Humanities, University of Guyana
- 12:55 hrs** **Question and Answer Segment**
- 13:00 hrs** **Fostering Digital Skills through Techno-Pedagogical Strategies**
Sasha Goodridge, EdD Student, UWI Mona Campus
Paula Marcelle, EdD Student, Indiana University
- 13:15 hrs** **Question and Answer Segment**
- 13:20 hrs** **Unleashing the Techie within**
Tara Leuvina Smith, Technical Communications Officer, PACE, University of Guyana
- 13:35 hrs** **Question and Answer Segment**

Theme 4: Technology in Specialized Educational Contexts

Moderator: *Bonita Hunter*, Assistant Dean, Faculty of Education and Humanities

- 13:40 hrs** **Technology-Enabled Inclusive Teaching and Learning Transformation in Technical and Vocational Training Center in Namibia**
Ephraim Muesee, National Youth Service, Namibia,
Dr Lukas Matati Josua, Lecturer, University of Namibia,
Dr Kashinauua Fuasina Neshila, Lecturer, University of Namibia
- 13:55 hrs** **Question and Answer Segment**
- 14:00 hrs** **Active Learning in Technology-enabled Environments**
Paula Marcelle, EdD Student, Indiana University
Sasha Goodridge, EdD Student, UWI Mona Campus
- 14:15 hrs** **Question and Answer Segment**

Closing Ceremony

Chairperson: *Dr Charmaine Bissessar*, University of Guyana

14:20 hrs **Closing Remarks**

Dr Malcolm Williams, Director, Tactical Onlining Services (TOS), University of Guyana

14:30 hrs **'Believe For it' (Saxophone Rendition)**

Damion Layne, Third Year Student, Faculty of Education and Humanities, University of Guyana

14:35 hrs **Appreciations**

Dr Aletha Connelly, Lecturer, School of Entrepreneurship and Business Innovation (SEBI), University of Guyana

Mapping Teachers' Technology Use and Pedagogical Strategies: Insights for Effective Technology-Enabled Learning in the 21st Century

Jeanette La Fleur

Abstract

With the advent of digital technologies, there have been repeated calls for the reconceptualisation of schooling to move away from traditional teacher-centred approaches to learning. In South Africa, the government launched its e-education policy in 2004 to guide technology integration with the goal that schools would be ICT-ready by 2013 (Department of Education, 2004). It was hoped that this policy would catapult the country into the new century by facilitating the transformation of the education sector (DoE, 2004). However, the intended policy outcomes are yet to be realised and as findings from local studies reveal, there is a gap between policy expectations and teachers' pedagogical integration of technology (Dlamini, 2022, Padayachee, 2017; Tarling and Ng'ambi, 2016). Dlamini and Coleman (2017) add that essential decisions about procuring expensive digital technologies and their integration were made without sound empirical evidence. Educators had effectively transplanted new technologies into traditional practices without any fundamental pedagogical change. Therefore, the study on which this article is based explores the characteristics of the contemporary secondary school South African learning environment by examining teachers' appropriation of digital technologies and their pedagogical approaches. It aimed to create a conceptual model of a 21st-century secondary school classroom that could be applied in other similar contexts. Using a pragmatic lens, this study conceptualised the twenty-first-century classroom as a learning environment to reflect the ubiquitous nature of learning in the digital age. A convergent mixed methods design was applied, integrating quantitative and qualitative data from 5 Johannesburg schools. A pragmatic paradigm allows for blending different but complementary frameworks (Creswell & Plano Clark, 2018; Johnson & Onwuegbuzie, 2004). Hence, Hokanson and Hooper's (2000) continuum of technology use helped to understand teachers' appropriation of digital technologies, while Anderson's (2003) interaction equivalency theorem was combined with Cope and Kalantzis' (2015) Learning by Design knowledge processes to analyse teachers' pedagogical practices. This article draws on the qualitative strand of the research to map teachers' technology use with their pedagogical strategies. Findings revealed that regardless of the number of smart technologies in a classroom, teachers mainly used them as add-ons and presentation devices, not in transformative ways. The study concluded that the twenty-first-century learning environment is multimodal, with digital technology use being the only aspect. Teaching in the digital age also requires a diversity of pedagogical strategies. For this to be achieved, ongoing situated teacher professional development and a shared pedagogical vision between school leadership and teachers are vital.

Keywords: digital technologies, multimodality, twenty-first-century learning environment



Dr Jeanette La Fleur is a university academic who has had a circuitous route to academia. She has over 25 years' experience teaching at the primary, secondary, and tertiary levels as well as civic society. After graduating from the University of Guyana with a Bachelor of Arts in Modern Languages, she started her professional career at the Department of International Economic Cooperation and the Ministry of Foreign Affairs. She migrated to Southern Africa just after the first democratic elections in South Africa where she taught French at the primary and secondary levels in Botswana and South Africa. However, it was during her masters in Applied English Language studies that she began to explore questions of multiliteracies and multimodality and how new technologies were disrupting the education landscape. Her doctoral research therefore investigated the characteristics of the 21st century secondary school classroom.

Holding a Doctor of Philosophy in Education from the University of the Witwatersrand, South Africa, Jeanette now works in the Languages, Literacies and Literatures division in the School of Education at the same university. She currently teaches a course on Language, Literacy and Power and tutors courses in Academic Literacy and Critical Multimodal Literacies. Her research interests are positioned at the intersection of literacies and technology, in particular multimodal learning, multiliteracies, and culturally and digitally responsive pedagogies. She will soon present a paper on the influence of digital technologies on literacies, beyond reading and writing, at a teaching and learning conference in South Africa.

An Exploration of Teachers' Perceptions of Technology Acceptance: The Case of Two Government and Denominational Schools in Trinidad and Tobago

Mark Salina

Abstract

Although there are many benefits associated with technology in education, its eventual use depends on its acceptance. Technology acceptance within the educational setting is essential as technology is incorporated into preparation, learning, delivery, and assessment. Although research on technology acceptance was undertaken separately in public and private schools, this study seeks to add to the literature by examining denominational and government schools in one study. Additionally, various potential users support knowledge transfer and acquisition in education. This study, utilising the convergent parallel mixed-method research design, examines how teachers' perceptions of technology differ in denominational and government schools in Trinidad. Eleven teachers were interviewed, and 51 teachers responded to an online survey from four secondary schools. The six steps of the approach of Braun and Clarke (2006) were utilized to analyse the qualitative data, and correlational analysis and t-test were used to analyse the quantitative data. The qualitative data revealed no difference in teachers' perceived ease of use and usefulness of technology in government and denominational schools. However, factors such as resources, technophobia, age, availability of time, and training shaped teachers' perceptions of technology. The quantitative data confirmed no difference in perceived ease of use and usefulness in denominational and government schools, as the independent t-test revealed no significance at the 1% level. Notably, the results revealed a correlation between perceived usefulness, perceived ease of use, attitude, subjective norm, and behavioural intention. Additionally, there was a correlation between perceived ease of use, perceived usefulness, attitude, subjective norm, and behaviour intention. This study is significant as it provides recommendations for promoting greater technology acceptance. Based on the study's findings, these recommendations can enlighten educators, researchers, and policymakers in the field of education and technology about effective strategies for promoting technology acceptance. In addition, the study revealed that despite the difference in resources available in denominational and government schools, teachers in both school types are willing to use educational technology. The study's primary limitations are the sample size and the ability to generalize based on four schools.

Keywords: Technology Acceptance Model (TAM), perceived ease of use, perceived usefulness, behavioural intention, behaviour usage



Mark Salina is a University of the West Indies Global Campus student pursuing his doctorate in Teaching and Learning with Emerging Technology. His area of focus is technology acceptance in secondary schools in Trinidad and Tobago.

Mark has an MSc in Management Studies and a BSc in Management Studies from the University of the West Indies. He also has a law degree from the University of London and a Certificate in Online Facilitation and Project Management from the University of the West Indies Global Campus. Mark is a part-time University of the West Indies Global Campus Instructor. He has facilitated courses such as Change Management, Introduction to Trade and Foreign Business, and Trust and Corporate Law.

Mark has a passion for teaching and believes that educators can make a difference in the lives of others.

An Exploration of Primary School Teachers' Perceptions of the Integration of Technology in the Classroom in Anguilla

Tricia Richardson

Abstract

Teachers have registered their ambivalence over the heightened demands to integrate technology into the teaching and learning experience. This study explored primary school teachers' perceptions of the integration of technology in the classroom in Anguilla. The study employed a non-experimental research design to collect data from 12 teachers from four of the six public primary schools. The study employed purposive sampling to select participants with firsthand experience with technology integration in the classroom. Semi-structured interviews, lesson plan scrutiny, and lesson observation were used to gain insight into their lived experiences with technology integration, including perceived benefits and challenges, student engagement, and learning outcomes. The theory used was the nine events of Gagne's theory, and the Conceptual Framework used was the Content Knowledge (TPACK) framework. Inductive and thematic analyses were used to identify or interpret common themes and patterns across the collected narratives. Otter.ai and QDA Miner were used to transcribe the interviews. The study's findings align with the TPACK framework and highlight the need for teachers to integrate technology effectively with pedagogy and content. The findings indicate that while most teachers recognize the potential of technology to enhance learning and engagement, challenges such as lack of adequate training, infrastructure challenges, technical support, and time for implementation persist. Teachers needed more professional development and technical support to effectively incorporate technology into their pedagogical strategies. The results emphasize the importance of professional development in strengthening teachers' Technological Pedagogical Knowledge (TPK) and the need for institutional support to facilitate successful technology integration in primary education. The study concludes that although most teachers are receptive to using technology, the crucial role of institutional support and ongoing training cannot be overstated in its successful integration in the classroom. Implications show that it provides valuable insights into the complex interplay between technology, pedagogy, and context, thereby advancing theoretical discussions in educational technology.

Keywords: Gagne's 9 Events, Technological Pedagogical Content Knowledge (TPACK), content knowledge, technological content knowledge, pedagogical knowledge



Tricia Richardson is a primary education principal and professor with over 20 years of teaching experience in Anguilla. She holds a bachelor's degree in Literacy Studies and a master's degree in Educational Leadership and Management and is currently pursuing a doctorate in Teaching and Learning with Emerging Technologies. Her research focuses on teachers' perceptions of integrating technology into primary school classrooms in Anguilla.

Ms Richardson has contributed to developing key educational policies, including a Lesson Planning Instructional Policy and a Constitution for School Management Committee for primary schools. She has also published in *Ethical Quandaries in Business Practices*, recognized as a valuable resource in Business and Management. Additionally, she is an active member of the Women's Missionary Council and serves as leader of the Intercessory Committee at her church.

In her free time, Tricia enjoys reading and visiting the beaches of West End, Anguilla, where she resides with her two children, Trish and CaDéion.

Impact of Artificial Intelligence Tools on Self-Directed Learning Among Bachelor of Youth and Community Development Students

Lauristan Choy

Abstract

In recent years, the integration of Artificial Intelligence (AI) in educational settings has garnered significant attention due to its potential to revolutionize learning experiences. One area of interest is its impact on self-directed learning, which is crucial in empowering students to direct their educational journey. This qualitative research explored the impact of artificial intelligence on self-directed learning among students pursuing the Bachelor of Youth and Community Development by investigating student's perceptions, behavior, and learning outcomes. The study utilized a qualitative methodology, including purposive sampling and one-to-one semi-structured interviews. Findings indicated that students perceive AI positively but face challenges such as incorrect information. It is crucial to educate students on the ethical use of AI in education and develop critical thinking skills alongside technological proficiency.

Keywords: self-directed learning, artificial intelligence



Lauristan Choy is a Lecturer and Coordinator of the Bachelor of Youth and Community Development, Faculty of Education and Humanity at the University of Guyana. Previously, Mr Choy was employed at the Ministry of Human Services and Social Security as Senior Child Protection-Acting and Foster-Care Manager-Acting. Mr Choy is a 2020/2021 Guyanese Chevening Scholar. He holds a Diploma in Social Work and Bachelor of Social Sciences in Social work from the University of Guyana and a Master of Arts in Children, Youth and International Development from Brunel University London. He recently completed his Post Graduate Diploma in Education, Higher Education. Further, Mr Choy presented a collaborative paper on the Correlation between interpersonal relationships and suicide. Mr Choy's research interests are children in care, youth development, and education. Mr Choy's master's dissertation examined the Impact of Residential Care in shaping students' educational experience.

An Exploration of Teachers' Perceptions of Students' Cognitive and Affective Engagement during Emergency Remote Teaching in Jamaica

Sharon Gilzene

Abstract

The abrupt shift to Emergency Remote Teaching (ERT) forced educators to adapt their teaching methods rapidly and rely heavily on available online tools and technologies to maintain student engagement and continuity of learning. This presented various problems as teachers sought to engage students via presentation software to deliver their lessons. This instrumental single case study explored nine teachers' perceptions of their students' cognitive and affective engagement during Emergency Remote Teaching (ERT) at a high school in Jamaica. Additionally, observations using the TALIS video recording checklist examined the nine teachers' implementation of the Presentation Software. The Community of Inquiry (CoI) served as the conceptual framework. A purposive sampling technique was used to identify nine teachers from Grades 11, 12, and 13. Braun and Clarke's (2006) six steps for thematic analysis were used to analyze the data collected from the semi-structured interviews. This study contributes to the academic literature about the concerns raised about student engagement in their ongoing education (disrupted during the pandemic) and how teachers utilized available online tools/media and technologies to engage with students. Efforts were made to adhere to the standards of trustworthiness and ensure objectivity. There were three major themes: cognitive (knowledge progression and competence, active engagement and interaction, deep and critical thinking, problem-solving and application), affective (emotional connection and experience, encouragement and motivation, behaviour and values, mental and emotional well-being, internalization and personal impact), and teaching presence (teachers' emotional involvement). Training for teachers using presentation software as pedagogical tools is recommended to enhance their success in engaging students. The experiences of teachers transitioning to ERT can serve as a baseline for similar situations in the Caribbean region, providing insights into the challenges faced and strategies employed. The findings in this study could inform policy guidelines for integrating technology into schools, emphasizing phased implementation with adequate technical support.

Keywords: Community of Inquiry (CoI), teaching presence, cognitive presence, affective presence, presentation software, emergency remote teaching



Sharon Gilzene is a recently retired educator with almost 40 years of experience. Her most recent experience in curriculum development and instructional design dates back to 2005 when she worked as an Education Officer in the Ministry of Education, Jamaica.

A trained teacher, instructional designer, parent educator, trainer of trainers and communicator, Mrs Gilzene has more than 35 years of experience in the field of education overall, spanning early childhood to the tertiary level. Her concentration post-retirement has been in the area of parent training with Parenting Partners Caribbean and various other course development activities to keep busy and involved.

Understanding Faculty's Perspectives on Using a Learning Management System at a Caribbean University in Guyana

Gentian Miller

This qualitative study investigated faculty's hesitation toward using Moodle learning management system (LMS) for instructional delivery. The research question was: How do faculty perspectives on hesitation toward using the institution's LMS at a Caribbean university in Guyana reflect the tenets of Rogers' diffusion of innovation theory (DIT)? Rogers' DIT formed the conceptual framework for this study. Eleven lecturers in the faculty of Social Sciences who actively use the institution's learning management system (LMS) for instructional delivery were purposefully selected for semi-structured interviews. Data were analyzed using Saldaña's coding and thematic analysis. The six themes that provided answers for the research question were: (a) Moodle features used, (b) Benefits of using Moodle, (c) Moodle use comfort levels, (d) social influencers, (e) professional development, and (f) enabling conditions. The findings revealed that most faculty were late adopters. A single innovator and group leader from the sample confirmed that the each-one-teach-one initiative fills the gap in practice. Well-designed and executed professional development fills the gap in practice. The findings provide knowledge informing stakeholders of what can lead to improved faculty use of educational technology. Faculty use of LMSs is integral to improving access to higher education globally. The findings provide higher education stakeholders with considerations for planning and execution that will bring about long-term solutions to the problem of faculty hesitation to use various LMS tools. Initiatives such as having more course coordinators as change agents providing step-by-step and individualized help for faculty members will contribute to positive social change on several levels. The knowledge can be applied in real-life situations, such as Reduced faculty hesitation in using LMSs at higher education institutions can lead to realizing Sustainable Development Goal Four, the effective delivery of quality education. Student access to personalized, continuous learning using LMSs will foster positive social change.

Keywords: hybrid learning, higher education, learning management systems (LMSs), LMS adoption, Moodle comfort levels, diffusion of innovations, professional development, and online teaching technologies.



Dr Gentian Miller is a Senior Lecturer in the Faculty of Education and Humanities, University of Guyana. She teaches West Indian Literature, Literary Theory, and Poetry in the Department of Language and Cultural Studies. Having recently earned her doctoral degree in Educational Technology, she is now an online teaching and learning specialist, analyzing data to improve instructional design and technology integration. Dr Miller has published research articles in both Literature and Educational Technology. Her most recent publication is "Faculty Use of a Learning Management System During and after the COVID-19 Pandemic" (2024). Some of her publications in the area of literature are "Not Afraid of Dying: Narratives of the Macusi"; "Heteroglossia: The Languages of Poetry, Song and Dance"; "The Carib Bone-flute Music: Wilson Harris' Palace of the Peacock"; "Meditating on the Fate of the earth and its species: Wilson Harris' Jonestown", and "African survivals in wake rituals". Dr Miller is also actively engaged in Creative Writing and has published a collection of poems titled *Routes, Roads and Rivers* (2007), which won a special prize in the Guyana Prize for Literature.

Sasha Goodridge and **Paula Marcelle**

Abstract

Technology is essential in 21st-century classrooms, yet there needs to be more research on its actual usage and impact in tertiary education classrooms in the Caribbean. This research explores fostering digital skills through techno-pedagogical strategies at a Barbadian tertiary institution. A single case study approach was used to gather the experiences of a teacher incorporating technology in the classroom to develop students' digital skills. This research describes a teacher's experience incorporating teaching strategies to build students' digital skills. The setting was selected since the Division of Computer Studies computer lab has technological tools, such as computers and a smartboard, which can be used during teaching to develop students' digital skills. The teacher was selected as an intrinsic case based on his experience and familiarity with digital skills and technologies used in the classroom. The case study answers the following research questions: How would the tutor describe his experience incorporating strategies to enhance students' digital skills in the Division of Computer Studies? What strategies and tools did the tutor use to develop students' digital literacy skills in the Division of Computer Science? The data collection methods include three semi-structured interviews, three classroom observations, and a document analysis of lesson plans. Findings were made following the coding and analyses of the qualitative data collected. Blended learning strategies were observed to engage learners with activities. The tutor would deliver the lesson and explain the concept of the lesson in the classroom. Then, the students would be directed to log in to the Moodle course page to participate in online activities. They combined 25-60 minutes of face-to-face instruction with online activities for the lessons. Descriptions of the type of activities, tools used, and excerpts from the data collected will be showcased and discussed.

Keywords: blended learning, engaged learners, online activities, techno-pedagogical strategies



Sasha Goodridge holds a Master of Science in Instructional Design and Technology from the University of the West Indies (UWI), Open Campus, and a Master of Education in Curriculum and Instruction from UWI, Mona. She has presented at the School of Education Conference (2024), the Caribbean Association for the Advancement of Curriculum Studies (CAACS) Conference (2023), and the 3rd Annual Research Symposium (2004). Mrs Goodridge is currently pursuing a Doctorate in Educational Planning and Social Development at UWI, Mona. She serves as a Curriculum Development Officer at Barbados Community College, where she is responsible for developing curricula across a range of divisions, from Fine Arts to Technology. Previously, as a secondary school teacher, she employed a blended approach to address her students' learning challenges. In addition, she works as a consultant in curriculum and instructional design, helping organizations develop innovative and effective learning solutions. Mrs Goodridge is passionate about enhancing educational outcomes through strategic planning and the integration of technology. She is committed to continuous professional development and looks forward to contributing to future advancements in curriculum design and educational policy.



Paula Marcelle is an emerging scholar and practitioner. She is an instructional designer and adjunct faculty teaching courses in the design of instructional materials, and foundational science. Her research interests include self-regulated learning, micro-credentials, and computational thinking.

Tara Leuvina Smith

Information and Communication Technology (ICT) has become an indispensable tool in education. The global shift to emergency remote learning and teaching during the COVID-19 pandemic amplified the importance of ICT in facilitating remote instruction and maintaining educational continuity. In Guyana, teaching professionals at all levels, including tertiary institutions like the University of Guyana (UG), were expected to adapt to the increasing reliance on ICT. This research delved into the ICT usage practices of UG's teaching staff and their perceptions of the educational ICT infrastructure. Additionally, the study sought to identify necessary policy adjustments to make ICT more accessible and beneficial in the teaching and learning process. The research employed a descriptive phenomenological qualitative methodology. It consisted of three focus group discussions with 11 participants. The discussions were recorded and analyzed using thematic analysis. Four primary themes emerged, each with multiple sub-themes. A key finding was a significant, albeit involuntary, increase in ICT usage among UG teaching staff. The primary reason for this shift was the pandemic-induced transition to online learning. Participants highlighted using ICT for lesson preparation, information dissemination, and assessment. The sub-themes identified notable structural benefits and challenges associated with ICT adoption. Additionally, the teaching staff pointed to several policies they would like to see applied by the University and country to improve the overall ICT infrastructure and the teaching experience. The research paper presents recommendations for policy formulation and monitoring to enhance ICT utilization in higher education. It emphasizes the importance of involving teaching staff in the policy-making process. Additionally, the study highlights the need for consistent and accessible ICT training programs to support teaching professionals.

Keywords: Information Communication and Technology (ICTs), teaching and learning, practices, professionals, pedagogy, education, COVID-19



Tara Leuvina Smith is a seasoned audio-visual artist and engineer with over a decade of experience. Her professional life in communications began in 2017 when she earned a Bachelor of Social Sciences in Communication Studies from the University of Guyana. She further honed her skills by completing a Master of Science in Global Technology and Development in 2022 from Arizona State University through the University of Guyana's Advanced Scholar Program.

Tara's thesis showcased her dedication to audio-visual production and her interest in educational technology. She focused on the use of Information and Communication Technologies (ICTs) tools in pedagogy, demonstrating her passion for blending creativity with academic pursuits.

Currently, Tara holds the position of Senior Technical Communications Officer within the Philanthropy, Alumni, and Civic Engagement (PACE) unit, Office of Vice-Chancellor, XI at the University of Guyana.

Technology-Enabled Inclusive Teaching and Learning Transformation in Technical And Vocational Training Center In Namibia

Ephraim Muesee, Lukas Matati Josua and Kashinaua Fausina Neshila

MOTIVATION: The COVID-19 crisis compelled technical and vocational education programs in Namibia to swiftly embrace technology-enabled teaching and learning despite catering to students with varied capabilities. This educational discipline holds immense promise in accelerating skill acquisition and boosting employability. The skills and knowledge imparted through these programs can powerfully drive productivity within the knowledge-based paradigm of the 21st century. The paper discusses the benefits and challenges of using technology for inclusive teaching and learning in a technical and vocational training centre in Namibia. It also explores technology-enabled inclusive teaching and learning of differently-abled students in Namibia's Technical and Vocational Training Center. The paper makes suggestions for enhancing the inclusion of marginalized candidates in a higher education institution that offers technical and vocational training in Namibia. **OBJECTIVES:** 1) to enhance inclusive teaching and learning of the marginalized candidates in the technical and vocational training center in Namibia, 2) to create a balanced ability representation in a technical and vocational training center, and 3) to propose interventions for equitable, inclusive teaching and learning in a technical and vocational training center. **METHODS:** This paper is guided by Schön's (1996) critical reflection on transforming inclusive teaching and learning in Namibia's technical and vocational training centre. **CONCLUSION:** The paper concluded that more should be done to include teaching and learning in a technical training context. The technical and vocational training center has facilities that accommodate people with disabilities, but more needs to be considered to make reasonable accommodations to help ensure inclusive practices. **RECOMMENDATION:** The paper recommended further research to develop a well-rounded, holistic approach and further guidance.

Keywords: technical and vocation education, inclusive, animal husbandry, teaching, learning and assessment, marginalised students



Ephraim Muesee is the founder and the Executive Director of Oututa Ehupo Training Centre (OETC) a technical and vocational education and training institution. The Oututa Ehupo Training Centre (OETC) is designed to address the gap in vocational skills training, particularly in agriculture and related industries, for underserved communities in Namibia. When the research on this paper was done, he was an intern in the Department of Agriculture, specifically Animal Production at the National Youth Service, Grootfontein, Namibia. He graduated with a Postgraduate Diploma in Higher Education from the University of Namibia, and a Bachelor of Theology from Namibian Evangelical Theological Seminary (NETS). His scholarly interest is in inclusivity in the higher education context and transformational leadership.



Dr Lukas Matati Josua is a Senior Lecturer in the Department of High Education and Lifelong Learning at the University of Namibia, Oshakati Campus. He holds a Doctor of Philosophy in Educational Management and Administration from the University of Namibia and a Postgraduate Diploma in High Education for Academic Developers from Rhodes University, South Africa. Dr Josua holds a Master of Education (Education Management and Administration) and a Bachelor of Education (English and Business Studies). His research interests include decoloniality, high education context, educational management, and leadership.



Dr Kashinaua Fausina Neshila is the Head of Department and Senior Lecturer in the Department of Intermediate and Vocational Education at the University of Namibia. She holds a Doctor of Philosophy in Education and a Master of Education from the University of Namibia. She graduated with a Postgraduate Diploma in High Education for Academic Developers from Rhodes University, South Africa. Her research interests are on issues such as general education, higher education context and focus on boy-child's participation in education.

Active Learning in Technology-Enabled Environments

Paula Marcelle and **Sasha Goodridge**

Active learning is instructional activities involving students in doing things and thinking about what they are doing (Bonwell & Eison, 1991). This 90-minute workshop aims to provide educators with practical strategies and tools to effectively integrate technology into face-to-face and online instruction to promote active learning among students. The presenters will define active learning and discuss the importance of active learning and the role of technology in enhancing student engagement. The effectiveness and ineffectiveness of the lecture method will be discussed. A recent study briefly summarized the benefits of active learning in narrowing the achievement gaps in undergraduate Science, Technology, Engineering, and Math courses. The link between active learning and constructivist learning will be presented to ground the workshop in the literature. Recognizing the variation in class sizes and learning contexts that lecturers face, the presenters will emphasize the applicability of active learning implementation for individuals, small groups, and large groups. Active learning strategies and tools aligned with Bloom's taxonomy levels will be presented. Participants can share their experience with the various internal and external tools they have used and how active learning was fostered. A crowd-sourced list will be generated and will remain a hand-out for attendees. Interactivity with the audience will be made through polls, non-examples of active learning classroom images, discussions, and break-out group activities.

Keywords: technology-enabled environments, active learning



Paula Marcelle is an emerging scholar and practitioner. She is an instructional designer and adjunct faculty teaching courses in the design of instructional materials, and foundational science. Her research interests include self-regulated learning, micro-credentials, and computational thinking.



Sasha Goodridge holds a Master of Science in Instructional Design and Technology from the University of the West Indies (UWI), Open Campus, and a Master of Education in Curriculum and Instruction from UWI, Mona. She has presented at the School of Education Conference (2024), the Caribbean Association for the Advancement of Curriculum Studies (CAACS) Conference (2023), and the 3rd Annual Research Symposium (2004). Mrs Goodridge is currently pursuing a Doctorate in Educational Planning and Social Development at UWI, Mona. She serves as a Curriculum Development Officer at Barbados Community College, where she is responsible for developing curricula across a range of divisions, from Fine Arts to Technology. Previously, as a secondary school teacher, she employed a blended approach to address her students' learning challenges. In addition, she works as a consultant in curriculum and instructional design, helping organizations develop innovative and effective learning solutions. Mrs Goodridge is passionate about enhancing educational outcomes through strategic planning and the integration of technology. She is committed to continuous professional development and looks forward to contributing to future advancements in curriculum design and educational policy.