

2ND VIRTUAL SYMPOSIUM 2026

“ NAVIGATING THE EMERGING EDUCATIONAL TECHNOLOGY LANDSCAPE”



Date: October 26, 2026



Time: 09:00 am - 14: 35 pm



Zoom Link: <https://zoom.us/j/93256230754>

Opening Ceremony

Chairperson: Dr. Charmaine Bissessar, Interim Director, EdOSS

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| 9:00 hrs. | National Anthem |
| 9:05 hrs. | Welcome Remarks
Dr. Kofi Dalrymple, Dean, Faculty of Engineering and Technology, University of Guyana |
| 9:20 hrs. | Introduction of Keynote Speaker
Dr. Charmaine Bissessar, Interim Director, EdOSS |
| 9:25 hrs. | Keynote Address
Dr. Troy Thomas, Dean, Faculty of Natural Sciences, University of Guyana |
| 9:45 hrs. | “Ctrl+ Alt+ Achieve” (Poem)
Ms. Gabrielle Burgess, Project Assistant RASSR, PACE, University of Guyana |
| 9:50 hrs. | Coffee Break |

Theme 1: AI Governance and Educational Readiness

*Moderator: Dr. Malcolm Williams, Director, Tactical
Onlining Services (TOS), University of Guyana*

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| 10:00 hrs. | A CHAT Framework for Instructor-AI Integration in Education: A Mixed-Methods Study in Trinidad and Tobago
Dr. Sharlene Baksh, Adjunct Faculty member, The UWI Global Campus |
| 10:15 hrs. | Question & Answer Segment |
| 10:20 hrs. | Building an AI-Ready Education System in Guyana: From Teacher Capacity and Classroom Innovation to Community Transformation
Dr. Tamashwar Budhoo, Deputy Dean, Faculty of Education & Humanities, University of Guyana |
| 10:35 hrs. | Question & Answer Segment |
| 10:40 hrs. | Asset-Based Frameworks for Assessing Global South AI Governance Capacity
Dr. Sharon Gilzene, Curriculum Development Specialist, Retd. |
| 10:55 hrs. | Question & Answer Segment |
| 11:00 hrs. | Diagnosing the Governance Evidence Gap: Data Protection Assurance in Guyana's Hybrid and Online Education Systems
Ms. Salima Dos Santos, Student, Faculty of Social Sciences, University of Guyana |
| 11:15 hrs. | Question & Answer Segment |

Theme 2: Emerging Technologies and Inclusive Education

Moderator: Dr. Lidon Lashley, Director, Early Childhood Centre of Excellence (UG-ECCE), University of Guyana

11:20 hrs.	Case Study Analysis: Teachers' Experiences Using the Metaverse to Enhance the Learning and Development of Students with Intellectual Disability in Primary Schools in Trinidad Dr. Tracey Little, Adjunct Lecturer The University of the West Indies School of Education
11:35 hrs.	Question & Answer Segment
11:40 hrs.	Educational Technology in Primary Education: Benefits, Challenges and Risks of Misuse in Guyana Ms. Sasha Naraine, student, Faculty of Engineering & Technology, University of Guyana
11:55 hrs.	Question & Answer Segment
12:00 hrs.	Explaining Pedagogical Adaptation in Higher Education: A Four-Domain Critical-Realist Framework Mr. Obert Mwangelwa Sanyambe and Dr. Lukas Matati Josua, Hifikepunye Pohamba Campus, University of Namibia
12:15 hrs.	Question & Answer Segment
12:20 hrs.	LUNCH

Theme 3: Building Capacity for Digital Education and the Digital Workforce

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

- 12:40 hrs. Virtues Beyond Skills: Preparing Knowledge Workers for the Digital Workforce in Latin America**
Dr. Ulf Thoene, Lecturer, Universidad de La Sabana, Colombia
- 12:55 hrs. Question & Answer Segment**
- 13:00hrs. From Recruitment to Readiness: Building Faculty Capacity for Effective Online Teaching at a Caribbean University**
Ms. Kareen Guscott, Programme Manager, The UWI, Global Campus
- 13:15 hrs. Question & Answer Segment**
- 13:20 hrs. Embedding Critical AI Literacies into the Higher Education Curriculum in the Caribbean to prepare students for the Digital Workforce**
Dr. Jeanette La Fleur, Lecturer, University of the Witwatersrand
- 13:35 hrs. Question & Answer Segment**
- 13:40 hrs. Investigating Teachers' Use of Digital Tools for Instruction Post-COVID-19: The Bahamian Context**
Mrs. Tamara Burrows-Dixon, Vice-Principal, Bahamas
- 13:55 hrs. Question & Answer Segment**

**14:00 hrs. Personalizing the Online Classroom:
An Autoethnographic Study of
Generative AI as Supplementary
Support in Adult German Language
Learning**

Dr. Taijrani Rampersaud-Skorka, Adjunct
Lecturer, University of Guyana

14:15 hrs. Question & Answer Segment

Closing Ceremony

**Chairperson: Dr. Charmaine Bissessar, Interim
Director, EdOSS**

14:20hrs. Closing Remarks

Dr. Charmaine Bissessar, Interim
Director, EdOSS

14:30hrs. ‘SITIRA’ (Steel Pan Rendition)

Guyana Police Force, Steel Orchestra

14:35hrs. Appreciations

Dr. Andrew Hutson, Senior Lecturer,
College of Medical Sciences, University
of Guyana



***Thank you for ruminating, navigating, negotiating, and
interrogating the Emerging Educational Technology
Landscape with us today as we continue to share, learn,
exchange, and shift our paradigms.***

A CHAT Framework for Instructor-AI Integration in Education: A Mixed-Methods Study in Trinidad and Tobago

Dr. Sharlene Baksh

Abstract

This study examined how higher education instructors in Trinidad and Tobago perceive, adopt, and integrate generative artificial intelligence (AI) tools, particularly ChatGPT, in teaching and learning. It aimed to develop a contextually grounded CHAT Framework (ChatGPT, Holistic, Adaptive, and Teaching) to guide ethical and effective instructor-AI integration. The study employed an explanatory sequential mixed-methods design. A quantitative survey of 101 instructors was followed by 11 semi-structured interviews, one focus group ($n = 6$), and a validation workshop ($n = 13$) to expand and confirm the statistical results. Quantitative data were analysed using descriptive statistics, Spearman's rho, one-way ANOVA, and point-biserial correlations, supported by a Shapiro-Wilk test for normality. Qualitative data were thematically analysed to interpret and deepen understanding of the quantitative findings. Descriptive results indicated moderate levels of AI adoption ($M = 3.47$, $SD = 0.81$). Effort expectancy ($\rho = .62$, $p < .01$) and facilitating conditions ($\rho = .57$, $p < .01$) showed the strongest positive correlations with adoption, while no significant differences emerged across gender, age, or education level ($p > .05$). Qualitative findings revealed enthusiasm for AI's instructional efficiency but highlighted concerns about plagiarism, bias, and data privacy. Integration of both strands informed the creation of the CHAT Framework as a human-centred model for ethical AI use. The study offers one of the first empirically tested frameworks linking UTAUT and TPACK to AI adoption in Caribbean higher education. It extends existing theory by embedding ethical and cultural dimensions within instructor-AI integration. The CHAT Framework provides guidance for policymakers, administrators, and educators to design professional-development programmes and institutional policies that promote responsible, equitable, and sustainable AI use in higher education.

Keywords: artificial Intelligence (AI); ChatGPT; higher education; CHAT framework; mixed methods; instructor-AI collaboration; AI literacy; ethical AI integration; UTAUT; TPACK.



Sharlene Baksh, EdD, PMP, is an academic administrator, educator, and researcher whose work focuses on the intersection of artificial intelligence, educational technology, and higher education. She is an Adjunct Faculty member with The University of the West Indies Global Campus and an Academic Administrator at Concordia University in Canada, where she manages the Departments of Chemistry and Physics.

Dr Baksh holds a Doctor of Education in Educational Leadership, Teaching and Learning with Emerging Technology and is a certified Project Management Professional (PMP). She brings experience in online and blended learning, postgraduate research supervision, academic administration, and project management.

Her research examines human-centred and responsible AI integration in higher education, with particular attention to instructor and student engagement with AI, educator agency, ethical decision-making, and the development of evidence-based frameworks to support teaching and learning.

Building an AI-Ready Education System in Guyana: From Teacher Capacity and Classroom Innovation to Community Transformation

Dr. Tamashwar Budhoo

Abstract

Artificial Intelligence (AI) is swiftly revolutionising the educational sector, thereby presenting new prospects for personalised learning, instructional assistance, professional development for educators, and data-driven decision-making. Nonetheless, effective integration of AI in educational settings depends not only on technological accessibility but also on educators' knowledge, confidence, preparedness, and capacity to use AI ethically and pedagogically. This research examined educators' perceptions and readiness to use AI in the Guyanese education context. Data were gathered from 145 educators across Guyana and analysed using descriptive statistics to assess their professional backgrounds, exposure to AI-related professional development, perceptions of AI's impact on student engagement and academic achievement, and confidence in applying AI tools. The findings show substantial optimism about the potential of artificial intelligence (AI) in education. Approximately 62% of respondents assigned a score of 7 or higher on a 10-point scale to AI's prospective influence on student engagement, while 61.8% accorded a similar rating to AI's capacity to elucidate complex concepts. Nearly fifty percent of participants (46.6%) assessed AI's potential to enhance academic performance at 8 or above. Nonetheless, a noteworthy gap in capacity was observed: 71% of respondents had not engaged in professional development activities related to AI or digital technologies. Despite this, 49.3% expressed confidence in their ability to utilize AI effectively, rating their confidence at 8 or higher. The findings indicate that Guyana is well positioned to gain significant advantages from AI-enabled education; however, teacher capacity development must accompany technological investments. The document advocates for an AI-readiness framework focused on teacher competence, ethical practices, pedagogical integration, ongoing professional development, infrastructure, and policy formulation. It argues that an AI-ready educational system can extend the impact of educational innovation beyond classrooms to families, communities, and national development.

Keywords: Artificial Intelligence, teacher readiness, digital transformation, teacher professional development, education policy, AI literacy



Dr. Tamashwar Budhoo, EdD, is an educator, academic, researcher, and educational leader at the University of Guyana (UG). He currently serves as Deputy Dean, Student Services, Faculty of Education and Humanities, where he supports student development, academic services, and faculty initiatives.

He holds an EdD in Curriculum, Instruction and Assessment from Walden University and has extensive experience in mathematics education, teacher education, curriculum development, STEM, educational technology, and professional development. Dr. Budhoo is passionate about educational innovation, digital transformation, and improving teaching and learning through research and technology.

Building an AI-Ready Education System in Guyana: From Teacher Capacity and Classroom Innovation to Community Transformation

Dr. Sharon Gilzene

Abstract

Assessments of AI governance capacity in the Global South typically measure how far a country's frameworks sit from European and North American models. This chapter argues that such deficit-based assessment misreads the region, leaving unrecorded the legal, institutional, human, infrastructural, civil-sector, and political-economic assets that are already in place. Drawing on Asset-Based Community Development, the chapter sets out a six-domain framework that treats governance assets as relational and dynamic rather than fixed, and operationalises it through the Asset Mapping Protocol for AI Governance Capacity (AMP-AI), a four-phase mapping process. It engages critiques that asset-based thinking can conceal structural power, positions AMP-AI as a complement to comparative readiness indices rather than a replacement, and applies the framework across African, Caribbean, and South and Southeast Asian contexts. The paper draws implications for researchers, funders, and policymakers working on AI governance in education and public policy.

Keywords: AI governance, asset-based frameworks, asset mapping, digital sovereignty, readiness indices



Dr. Sharon Gilzene is a Jamaican educator, curriculum specialist and trainer of trainers with more than 30 years of experience across the education and social development sectors. She holds an EdD in Teaching and Learning with Emerging Technologies (Instructional Technology) from The University of the West Indies (UWI) Global Campus, a Postgraduate Diploma in Instructional Design (with distinction) from UWI Open Campus, an MEd in Curriculum Development from UWI Mona, and a BA in Mass Communication (Upper Second Class Honours), also from UWI Mona. Her professional preparation began in the classroom, with a Diploma in Teaching from MICO Teachers' College and a Certificate in Teaching from Church Teachers' College, both specialising in Language Arts/Literature and Arts and Craft.

A retired Curriculum Development Specialist, Sharon has served as an Education and Parent Training Consultant, Education Officer and Resource Centre Manager, trained teacher, and teacher/parent trainer. Earlier work as a public relations account executive and social worker informs a practice that bridges instructional design, communication and community engagement. She is currently a Director with Parenting Partners Caribbean, a non-governmental organization, where her work includes delivering workshops for at-risk parents and youth, training trainers and facilitators in Jamaica and across the wider Caribbean, and conducting research that strengthens the capacity of teachers, parents and community practitioners in the region.

Diagnosing the Governance Evidence Gap: Data Protection Assurance in Guyana's Hybrid and Online Education Systems

Ms. Salima Dos Santos

Abstract

A data security has been a preoccupation of mine since I began my Computer Science studies in 1997 – and it became personal in 2026 when I was directed to sit a University of Guyana examination using Proctorio, a third-party remote proctoring platform, without a published institutional directive, without disclosure of which data collection settings had been enabled, without identification of third-party sub-processors handling biometric data, and without a named data custodian. I refused. I could not participate in an unverified data collection exercise while authoring a paper arguing that exactly this governance gap constitutes a systemic institutional risk. My purpose in this paper is to diagnose the governance evidence gap between how much personal data UG's hybrid and online systems- Moodle, the SRMS, HRMIS, Zoom, and Proctorio- now generate, and how independently that data is actually protected. I use Proctorio's deployment as the live, concrete case that makes this abstract gap visible. I extend my Human Governance Framework and Governance Evidence Assurance construct to this fourth domain application, grounding it in audit theory (Power, 1997), accountability theory (Bovens, 2007), the DAMA-DMBOK data governance framework, and Solove's (2006) taxonomy of privacy. My method is comparative document and policy analysis, with purposive sampling of Guyana's legislative texts, Proctorio's published data-collection documentation, media reporting on the regulatory landscape, and international comparator cases. I identify four reinforcing conditions that constitute the gap. Firstly, while Guyana appointed its first Data Protection Commissioner (Aneal Giddings) in February 2026, the Data Protection Office required for enforcement has not yet been formally established, leaving no operative authority to adjudicate student data complaints. Second, the NDMA is misidentified as a data oversight body, but its mandate is ICT infrastructure service delivery. Third, UG's internal SOPs fall short of the independent, judicial-grade evidentiary standard and chain-of-custody doctrine required. Fourthly, UG deployed Proctorio without governance disclosure, meeting all three preceding conditions in a single exam session. I call for urgent operationalisation of the Data Protection Office, publication of a Proctorio Institutional Usage Charter by UG disclosing all enabled settings and data custodians, and piloting of a Governance Evidence Assurance function within TOS-EdOSS infrastructure as a model for Caribbean institutions navigating the emerging educational technology landscape.

Keywords: Data Protection Assurance, Human Governance Framework, Proctorio, DAMA-DMBOK data governance framework, Solove's taxonomy of privacy



Salima Dos Santos holds a Bachelor of Science degree in Computer Science. She is currently pursuing an Executive Master of Public/Business Administration at the University of Guyana, Faculty of Social Sciences. She brings over 20 years of professional experience spanning operations management, organisational leadership, logistics, data & documentation management, technology, and business development, including entrepreneurial involvement through Salogistics. Her academic interests bridge technology, public administration, institutional governance, data integrity, and evidence-based policymaking. Her undergraduate research in 2006: "StudentRegistration and Performance Enhancement Application and Research for Practical Implementation", explored the practical application of information systems to educational administration and student performance. Her current research examines governance evidence gaps, institutional accountability, cybersecurity, and data protection assurance within digital learning environments. Through her emerging Human Governance Framework™, she seeks to advance interdisciplinary approaches to trustworthy institutional evidence, responsible digital transformation, and effective public governance. Her work reflects a commitment to strengthening institutional resilience, ethical leadership, and evidence-informed decision-making across the CARICOM region.

Case Study Analysis: Teachers' Experiences Using the Metaverse to Enhance the Learning and Development of Students with Intellectual Disability in Primary Schools in Trinidad

Dr. Tracey Little

Abstract

The purpose of this study was to understand the teachers' experiences with using the Metaverse to enhance the learning and development of students with intellectual disability in primary schools. In this study, the Metaverse is defined as an immersive environment. It represents a form of deep intervention for these students when the Metaverse environment is designed to meet their needs. Because research and literature in this field are scarce, this study will contribute to empirical research. The study was informed by a theoretical (Connectivism) and emergent conceptual framework. It unfolded in both the virtual and physical education contexts. The study used the Koala Go Playground Metaverse platform throughout, and it accessed two government primary schools in Port-of-Spain and Environs and one government primary school in St. George East. The study used a qualitative, single-case study design to obtain rich, thick data from four teacher participants, selected through purposive sampling at the primary education level. Data collection tools included one semi-structured interview and two focus group interviews, four participant observations, and one reflective journal per participant and researcher, facilitating triangulation. The study used Braun and Clarke's thematic approach to analyze the data, from which four themes emerged. Key findings from these themes included the dynamics of role changes, transmedia navigation-as-due-process, the journey to creative momentum and creative fluency, the open door to freedom, and transforming educational landscapes. This study's outcomes have implications for transforming the local traditional education landscape into a contemporary one, as they may affect policy, teacher training, and praxis. Global advances in learning ecology have opened doors for teachers to develop ways to respond to students' needs, especially for students with intellectual disabilities.

Keywords: Metaverse; intellectual disability; connectivism; posthumanism; avatars; assistive technologies; transmedia navigation; creative momentum



Dr. Tracey Little is an educator with over 20 years of experience across all levels of education. She holds a Bachelor's in Education with specialization in Early Childhood Care & Education from The University of the West Indies, a Masters in Education Studies with a concentration in Special & Inclusive Education from The University of Sheffield and a Doctorate in Emerging Technologies in Teaching & Learning. She currently serves as an Adjunct Lecturer/ Tutor with the University of the West Indies School of Education. She has worked as a Course Coordinator with the UWI Open Campus and as an Adjunct Lecturer with Catholic Religious Education Development Institute (CREDI) and College of Science, Technology and Applied Arts of Trinidad and Tobago (COSTAATT). She is currently a member of the Dyslexia Association of Trinidad and Tobago and previously served as a board member on the Prior Learning Assessment Inside Out (PLAIO).

Her expertise spans competency-based learning, special and inclusive education and online facilitation. As Founder and Director of Ceytle Education Consultant Plus, she leads initiatives that empower learners and stakeholders to advance equity, diversity and inclusion in education. Dedicated to supporting diverse learners and lifelong learning, Dr. Little integrates research, practice and policy to strengthen teacher training, stakeholder engagement and the development of inclusive environments.

Educational Technology in Primary Education: Benefits, Challenges and Risks of Misuse in Guyana

Ms. Sasha Naraine

Abstract

Technology can make learning easier, more engaging, and more accessible, but what happens when it is misused? This question is especially important for young learners in primary education, who need appropriate guidance and supervision when using digital tools. This paper examines the responsible integration of Educational Technology, including Artificial Intelligence (AI), online learning platforms, and digital resources, in Guyanese primary schools. Through a review of current literature, local news reports, and policy documents, the study explores how technology can enhance lessons by making them more interactive, accessible, and suitable for young learners, while also encouraging creativity and improving access to information. However, the findings highlight key challenges associated with misuse and overreliance. These include distractions, overdependence on technology, exposure to inappropriate content, and access to misleading information. For example, Stabroek News raised concerns about overreliance on AI platforms, conditioning Guyanese students for “shallow processing,” and noted that relying on AI for quick answers may negatively affect memory formation, comprehension, and critical thinking skills. The review concludes that educational technology should complement, not replace, teachers. With proper guidance, supervision, and responsible use, technology can contribute positively to primary education in Guyana while maintaining a safe and child-friendly learning environment.

Keywords: Educational Technology, Primary Education, Guyana, Artificial Intelligence, Digital Literacy.



Sasha Sarah Naraine is a first-year Civil Engineering student at the University of Guyana with an interest in research, technology, and its role in education. She is very passionate about learning, exploring new ideas, and understanding how technological advancements can influence teaching and learning. Her interest in Educational Technology has inspired me to explore both its benefits and the challenges associated with its misuse in primary education, particularly within the Guyanese context. Through her participation in the 2nd Virtual Symposium 2026, she hopes to contribute to discussions on the responsible and effective use of technology in education.

Explaining Pedagogical Adaptation in Higher Education: A Four Domain Critical-Realist Framework

Mr. Obert Mwangelwa Sanyambe and Dr. Lukas Matati Josua

Abstract

This conceptual paper addresses the tendency in higher education research and policy to conflate technology adoption with pedagogical adaptation. The paper developed the Adaptive Pedagogical Architecture through Progressive Explanatory Reconstruction (APAP), a theoretically grounded framework for explaining pedagogical adaptation that is distinct from technological presence. Drawing on critical realist epistemology and analytical dualist social theory, the paper proposes that pedagogical adaptation emerges from the interaction of four autonomous but interdependent causal domains: structure (institutional conditions and constraints), culture (disciplinary meanings and legitimacy), pedagogy (educational purposes and reasoning), and agency (academic reflexivity and deliberation). Technology operates as a cross-domain object, whose educational significance depends on how it is structurally embedded, culturally interpreted, pedagogically configured, and engaged. The paper identifies six analytically non-hierarchical adaptation forms: Retention, Reproduction, Modification, Combination, Refusal, and Redesign. This study also establishes explicit defeat conditions that make the architecture empirically vulnerable. The framework explains the variation in academic responses to technological conditions without technological determinism. The framework redirects research from 'Do academics adopt technology?' to mechanistic questions about the configurations of conditions and causal mechanisms. This is particularly significant for African higher education, where resource constraints should be analysed as causal conditions rather than institutional deficits.

Keywords: pedagogical adaptation; educational technology; critical realism; higher education; pedagogical autonomy



Mr Obert Mwangelwa Sanyambe is an IT Support Technician and part-time Lecturer at the University of Namibia's Hifikepunye Pohamba Campus, where he also serves on the Campus Management Committee. He holds an MBA and is pursuing a Postgraduate Diploma in Higher Education at the University of Namibia. His research focuses on the sociotechnical dimensions of higher education reform, including ICT-integrated teacher education, pedagogical adaptation in the context of intelligent technologies, and the governance of generative AI, examined through a social realist lens. He is Chairperson of the School Board at Hashiyana Primary School and has co-authored two papers accepted for IEEE EDUCON 2026.



Dr Lukas MATATI Josua is a Senior Lecturer in Higher Education and Lifelong Learning at the University of Namibia. He holds a PhD in Educational Management and Administration and a Postgraduate Diploma in Higher Education from Rhodes University. His research focuses on decoloniality, educational leadership, management, and equity through a South African epistemological lens. He values reflective practice and the Scholarship of Teaching and Learning, with over 40 journal publications and more than 50 conference presentations.

Virtues Beyond Skills: Preparing Knowledge Workers for the Digital Workforce in Latin America

Dr. Ulf Thoene

Abstract

In emerging economies, higher education often addresses digital-workforce readiness primarily through technical skills and connectivity. Graduates with platform-operating skills but lacking judgment and responsibility are inadequately prepared to participate in the knowledge society. This conceptual paper investigates the competencies that universities should cultivate in students for the digital workforce, particularly as human values, digital inclusion, and AI governance increasingly mediate technological change. The analysis integrates Peter Drucker's knowledge-worker thesis with neo-Aristotelian virtue ethics, the concept of phronesis, the common-good tradition, and research on second-level digital divides and occupational injustice. This study utilizes integrative conceptual analysis to map, contrast, and reconstruct theoretical claims regarding knowledge work, virtue, digital inclusion, and AI governance. The analysis subsequently derives implications for curriculum design in higher education within emerging economies. Sources were identified through purposive theoretical sampling of both seminal and contemporary literature in management theory, virtue ethics, digital-divide research, AI governance scholarship, and debates concerning higher education and labor in Latin America. First, connectivity and technical skills are necessary but not sufficient for workforce readiness. Second, virtues influence how future knowledge workers interpret, adopt, and govern digital technologies. Third, market-oriented approaches to AI governance inadequately address ethical formation, thereby assigning universities the responsibility to cultivate practical wisdom (phronesis) across professional programs. Preparing students for the digital workforce is a formative rather than solely instrumental endeavor. Universities should integrate digital and AI literacy with education in virtue and inclusion, ensuring that graduates enter algorithmic workplaces as responsible knowledge workers rather than merely as skilled users.

Keywords: Digital workforce, human values, digital inclusion, AI governance, Curriculum design for Higher Education



Dr. Ulf Thoene earned his PhD from the University of Warwick in the UK and is an Associate Professor at Universidad de La Sabana in Bogotá, Colombia. His research focuses on business ethics, digitalization, and the role of business in Latin American conflicts.

His work has been published in leading journals, including the Journal of Business Ethics and Territory, Politics, Governance.

Before entering academia, Dr. Thoene served in the German Armed Forces and worked in the private sector for Siemens Mobility in Austria and Germany. International and regional media outlets frequently seek his expertise, including The Washington Post, France 24, El Tiempo, and La República.

From Recruitment to Readiness: Building Faculty Capacity for Effective Online Teaching at a Caribbean University

Ms. Kareen Guscott

Abstract

The continued expansion of online, remote, and hybrid learning has heightened the need for higher education institutions to prepare faculty for the pedagogical, technological, and learner-engagement demands of technology-mediated teaching. Subject-matter expertise alone does not necessarily equip instructors to design and facilitate effective learning experiences in virtual environments. This paper examines how the virtual campus of a Caribbean university approaches faculty recruitment, preparation, professional development, and ongoing support to build faculty readiness for effective online teaching. Using an institutional case-study approach, the paper examines the evolution of faculty-development practices at the campus, drawing on institutional documentation, professional-development activities, implementation experiences, and established approaches to online faculty preparation. The analysis treats faculty readiness as an ongoing process that extends from recruitment and initial preparation through structured professional development, applied online learning experiences, ongoing support, and quality assurance. The case highlights the importance of moving beyond one-time technology training towards a sustained approach to faculty development that integrates digital competence with pedagogical application, experiential learning, continuous professional development, and institutional support. It also considers challenges associated with competing professional responsibilities, varying levels of digital proficiency, engagement with professional development, and the transition from face-to-face to online teaching. The Caribbean context adds considerations associated with preparing and supporting faculty within a geographically dispersed university community serving learners across multiple countries and territories. The paper concludes by identifying practical and transferable lessons from an established online teaching environment that can inform faculty preparation, professional development, and institutional support for quality remote learning, with implications for increasingly flexible and hybrid learning environments.

Keywords: faculty readiness; faculty development; online teaching; Caribbean higher education



Kareen has been serving at The University of the West Indies (UWI) Global Campus since 2012. She previously served as Programme Manager in the Online Programme Delivery Department and now serves as a Programme Coordinator with oversight for the Online Programming & Production Department (OPPD). The department comprises Programme Coordinators and Curriculum Development Specialists who are responsible for developing and revising academic programmes, reviewing cross-campus programmes and courses, and preparing Self-Assessment Reports for quality assurance reviews. Her other responsibilities include leading assigned programme-planning projects and coordinating the involvement of relevant UWI faculties and subject matter experts in programme development, review, and quality assurance processes.

Kareen has a keen interest in research and holds an MA in Communication for Social & Behaviour Change, a Postgraduate Certificate in University Teaching and Learning, and a BSc in Management Studies, with a minor in Human Resource Management.

Embedding Critical AI Literacies into the Higher Education Curriculum in the Caribbean to prepare students for the Digital Workforce

Dr. Jeanette La Fleur

Abstract

Universities face growing pressure to prepare graduates for a digital workforce where ethical human-AI collaboration is an increasingly important skill. This is particularly urgent in the Caribbean, where students increasingly use opaque, black-boxed AI technologies and have limited critical AI literacy and research skills. Discourses around workforce readiness tend to reduce AI competencies to technical skills, often ignoring social justice issues. This conceptual article asks two questions: what literacies do graduates need for the digital workforce, and what role do universities play in preparing them? Using a conceptual literature synthesis and a post-digital lens, which treats the digital and non-digital as inseparable and the student as being co-constructed by algorithms, this article draws on scholarship on critical AI literacies, including algorithmic literacy from South Africa and globally. A synthesis of literature finds that human-AI collaboration requires more than digital and prompt literacy. Graduates must understand how AI operates; deconstruct and challenge hidden agendas, algorithmic biases, disinformation, and injustices; question whose interests it serves; and remake and redesign AI outputs in socially just ways. Drawing on Freire’s critical pedagogy as its theoretical foundation, the article positions universities as sites of situated, justice-oriented education that embeds critical AI literacies within curricula as part of a broader pedagogical approach. It offers a contextually responsive rationale for repositioning critical AI literacies as a core graduate competence. This implies that curriculum design and pedagogy must include justice-oriented engagement, preparing graduates for ethical civic participation and socially just futures. This offers a conceptual foundation for future empirical research on AI integration.

Keywords: Algorithmic literacy, Caribbean higher education; critical AI literacies; critical pedagogy; human-AI collaboration; post-digital.



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.

Dr. Jeanette La Fleur is a Lecturer in the Science and Technology Division at the Wits School of Education, WSoE. She is also part of the newly established Learning Commons within the School. She holds a Master of Arts Degree in Applied English Language Studies and a Doctor of Philosophy in Educational Technology. Her research interests therefore intersect multimodal pedagogies, multiliteracies and technology-enabled learning with a particular focus on digital and (critical) AI literacies. Her role within the Learning Commons combines academic literacies and digital pedagogies, providing support for academic reading, writing and research across the curriculum and enhancing students' and staffs’ digital competencies. In addition, Jeanette’s work helps to enable ethical and critical engagement with digital technologies and generative AI.

Investigating Teachers' Use of Digital Tools for Instruction Post-COVID-19: The Bahamian Context

Mrs. Tamara Burrows- Dixon

Abstract

COVID-19 lockdowns forced schools to close and teachers to pivot quickly to virtual teaching. Emergency Remote Teaching gave teachers an opportunity to learn new digital tools and expand their use of existing ones. This study examined teachers' use of digital tools during COVID-19 ERT. Several theories provided a foundation for this study, including the Technology Adoption Model, Technology Continuance Theory, and Normalisation Process Theory. The study also examined first-, second-, and third-level barriers through the lens of COVID-19 Emergency Remote Teaching and the changing landscape of education in The Bahamas. These theories helped answer research questions about the digital tools teachers used, how they used them, and the factors that facilitated or hindered their use. This study, conducted at a medium-sized denominational K-12 school in The Bahamas, included 16 teachers for semi-structured interviews and observations. Documents, observations, and interview transcripts were analyzed using reflexive thematic analysis. Several themes emerged related to how teachers chose digital tools, including work efficiency, subject-specific adoption, and student engagement. Themes related to facilitating and hindering factors, including school support, classroom management, and policy incoherence, were explored. The study also highlighted tools teachers deemed most appropriate for use during COVID-19 ERT and hybrid learning. The study concluded that, at the selected study site, COVID-19 ERT did not automatically lead to normalization, rejection, abandonment, or adoption; rather, these outcomes depended on several factors, particularly teachers' context and perceptions of COVID-19 Emergency Remote Teaching. This case study fills a gap in The Bahamas, where little was known about how teachers selected digital tools and how COVID-19 Emergency Remote Teaching influenced these decisions.

Keywords: Emergency Remote Teaching, COVID-19, Adoption, Normalization, Digital Tools



Tamara Burrows- Dixon currently works as an elementary school vice-principal and has extensive experience in K-12 education. She has worked as a classroom teacher, administrator and school librarian. This has provided a unique perspective of teaching and learning. Mrs. Burrows-Dixon completed a Bachelor's degree in Primary Education at the College of the Bahamas (now the University of the Bahamas), a Master's in Literacy Instruction with the University of the West Indies and recently completed a doctoral research project with the University of the West Indies in Teaching and Learning with Emerging Technologies. Her commitment to K-12 education has led to an exploration of how technology can be used to enhance learning.

Personalizing the Online Classroom: An Autoethnographic Study of Generative AI as Supplementary Support in Adult German Language Learning

Dr. Taijrani Rampersaud- Skorka

Abstract

“ChatGPT can make mistakes. Check important info.” is the default disclaimer at the end of every message that ChatGPT returns. Generative artificial intelligence (GenAI) is widely promoted as a means of personalizing learning, yet little is known about how adult learners combine it with teachers, textbooks, formal course curricula, and classroom settings. This autoethnographic self-study examines how I, a university lecturer learning German, a foreign language, as an adult, used ChatGPT as supplementary support in an online course from August 2025 to February 2026, from A2-level German through the B1-level examination and for the “Leben in Deutschland” component of the orientation course for foreigners in Germany (Modules 3 through 7). The course followed a practice-first approach in which grammar was seldom named before it was practised – a learning methodology that does not work with me. The primary data consist of a 23-item reflective questionnaire summarising a longer reflective record, supported by archived ChatGPT records – including conversations, summary sheets, and practice exercises with answer keys – as well as class and study notes, corrected homework, in-class activities supervised by the trainer, and examination outcomes. Through thematic analysis, I have identified five patterns: (1) ChatGPT filled gaps in explicit grammar and produced condensed overviews; (2) the usefulness of its answers depended on my knowledge of German metalinguistic terms; (3) control over pace and method increased while reliance shifted from the teacher and book to myself and the AI tool; (4) I treated my class notes as more authoritative than ChatGPT; and (5) limits appeared in complex grammatical structures, cultural nuance, and platform constraints. The study proposes conditions under which GenAI can function as a supplement to formal instruction, presents lessons learned from this classroom context and their possible wider application, discusses the study's limitations, and identifies directions for future research. The story is not that AI changed how I learned German, but that I learned how to use AI intelligently as one component of my own learning.

Keywords: generative AI; ChatGPT; adult learning; German as a foreign language; learner agency; AI literacy; online learning; autoethnography



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