

# 4 TH Annual ICT in Higher Education Summit 2013

18-19 March 2013 • The Indaba Hotel Fourways –Johannesburg RSA

Key note presentations and an insight into the latest trends, strategies and groundbreaking ICT case studies. Expert Speaker Panel includes:



**Dr Abdul Waheed Khan** - Former Assistant Director-General for Communication and Information of United Nations Educational, Scientific and Cultural Organization (**UNESCO**)



**Dr Cheryl Brown**  
Centre Lecturer educational technology **University of Cape Town**



**Professor Johannes Cronje**  
Dean of Informatics **Cape Peninsula University of Technology**



**Karim Chine** - Research Infrastructures and Cloud Computing expert - European Commission, Founder - **Cloud Era Ltd**



**Dr Osei Darkwa** President **Ghana Telecoms University**



**Kourosh Fathi Vajargah** Professor of Curriculum Studies, Chairman Department of Education Editor in chief, Journal of Higher education curriculum **Shahid Beheshti University Iran**

*Inspiring excellence and transforming lives through ICT*

## Exclusive highlights ICT 2013

*Be part of this event that offers you:*

- Expert presentations key case studies and practical solutions showcased by **UNISA**, **Ghana Technology University, Botswana**, **University of Johannesburg**, **Shahid Beheshti University Iran**, and **University of Tshwane**
- Today's "cloud powered"- higher education institutions can gain significant flexibility and agility ICT in the cloud Workshop: **What the cloud can do for Higher Education, from concepts to applications presented by Karim Chine** delegates will receive certificates on attendance
- **Key note presentation by former UNESCO director general Dr Abdul Waheed Khan** Building Inclusive Knowledge Societies: Imperatives of ICT Application
- Don't miss out on the latest in social media concepts explored mlearning –**Tablets or ipads?**
- **Best practices of Curriculum development in higher education**, the use of technologies to support teaching and learning and curriculum studies in workplace learning and professional development. ..Challenges and solutions
- **Presentations recieved on a USB!**

Sponsored by **edSocial** The education social network

# 4TH Annual ICT in Higher Education Summit

Dear ICT Professional

## **2013 and beyond- ICTs are broadening and redefining the learning landscape in unprecedented ways**

As we map our way forward into Africa we are progressing into the development of ICT in within the higher education arena . Technology through Innovation and innovating for better and more efficient learning processes Learning anywhere, at anytime is more of a reality now than ever before. 2013 marks the way for new and innovative ways to implement Digital publishing and Open and Distance learning at all levels of post school education in order to expand access to education at an accelerated rate meeting the demands and needs of the learner. With the cloud social media and enhanced e-learning sessions making the way in the Higher education arena, factors of rural accessibility connectivity and fewer researchers' innovators and investment still hinder the progression of ICT in Africa


**Highlights of ICT 2012** –Last year at the 3rd annual ICT in higher education summit we met with diverse professionals across the globe who shared different perspectives on ICT. The summit was welcomed by Professor Barney Pityana who shared insight on the challenges that SA currently faces in terms of ICT in higher education. Some of the debates and discussion included: Advancing teacher- student education through the latest technology–. We explored the system in place for teacher development....This session dealt with the strategies in place enabling graduated trainee teachers on how to keep abreast of the dynamic modern ICT technological trend taking place across universities. Disability and ICT, the CSIR shared the platform in educating delegates, on the role of disabled students and how higher education can provide an enriched opportunity for all sharing in the interventions of ICT

A mini workshop on rapid elearning engaged learners on how to develop presentations and quiz templates for online engagement The role of eLearning technology on student motivation and retention were also explored. Case studies on the success and challenges of ICT were showcased from the UK, Ghana, University of Mauritius, Kenya and the University of Namibia The goal of this conference is to introduce ICT best practices in education to participants through lectures and workshops led by experts in their area. This year 2013 aims to explore the latest developments taking place in the arena of cloud computing, e-learning developments, social media applications and advances in curriculum development -shaping ICT in higher education

ICT emanates as a powerful tool and continues to advance... Book your seat now for this insightful summit

**Look forward to hosting you this year!**

Kind regards  
Trisha Authar



4th annual ICT in higher education 2013  
Amabhubesi Conferencing RSA

### **Who Should Attend?**

- University Professors & Lecturers
- Deans & Department Directors
- Higher Education Researchers
- University IT Directors/Managers
- Education Administrators
- Government Senior Education Personnel
- State Department of Education
- International Education Development Cooperation
- ICT Program Directors/Managers
- Educational Association's Personnel
- Education NGOs
- ICT Service Providers
- Publishers, Instruction Designers & Content Providers
- E-learning Specialist
- Multi-media & Software Developer/Specialist
- Technologist/Social Media Specialist/Consultants
- Curriculum Designers
- Education Policy Makers

### **Key note presentations and an insight into the latest trends, strategies and groundbreaking ICT case studies.**

#### **Expert Speaker Panel includes:**

Prof Duan vd Westhuizen -Department of Science and Technology Education  
Faculty of Education - **University of Johannesburg**

Professor Johannes Cronje –Dean of Informatics **Cape Peninsula University of Technology**

Dr Abdul Waheed Khan -Former Assistant Director-General for Communication and Information of United Nations Educational, Scientific and Cultural Organization (**UNESCO**)

Dr Osei Darkwa -President **Ghana Telecoms University**

Karim Chine: Research Infrastructures and Cloud Computing expert - European Commission, Founder - **Cloud Era Ltd"**

Kourosh Fathi Vajargah – Professor of Curriculum Studies, Chairman – Department of Education Editor in chief, Journal of Higher education curriculum **Shahid Beheshti University Iran**

Maggie Verster- e-m-learning Consultant and Educational Technology specialist

Dr Cheryl Brown - Centre – Lecturer educational technology **University of Cape Town**

Andre Du Plessis - Senior lecturer in ICT and Primary School Mathematics Education **Nelson Mandela Metropolitan University**

Beverley Hood Wharton – Director: Strategic Development **Pearson**

Dr Dolf Steyn - Director of Teaching and Learning with Technology **Tshwane University of Technology**

Dr Hints Z. Mhlane - Chief Education Specialist at **Department of Education**  
Roxy Nel - Executive The education social network (**edSocial**)

Coetzee Bester - Director African **Centre of Excellence for Information Ethics**

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## SYMPOSIUM AGENDA - DAY 1

**08:15-8:45 Registration of delegates**

**08:45-09:00 Opening remarks by chairperson**

**09:00 -09:45 Opening presentation**

### RESEARCH AND LEARNING THROUGH ICT

#### How to integrate your Institutional Vision with Teaching and Research using ICT

Universities are relying more and more on business models for their day-to-day operations. This leads to the accusation that the academic functions are subjected to managerialism. How then do we design our teaching and learning so that it integrates with sound business practices?

This presentation will consider ways in which the classic "ADDIE" model of designing teaching and learning with ICT can be integrated with the "Balanced Scorecard" to ensure a close alignment between the Blended Learning plan of a University with its Business plan.

The talk will continue by showing how Design Research will allow the results of this alignment can be turned into publishable research output



Professor Johannes Cronje – Dean of Informatics and Design **Cape Peninsula University of Technology**  
He started his career as a schoolmaster at Pretoria boys High School, then became a lecturer in communication at Pretoria Technikon, and later a professor of Computers in Education at the University of Pretoria.

He holds two masters degrees and a doctorate from the University of Pretoria, and was visiting professor at universities in Norway, Finland, Sudan and Ethiopia. He has supervised more than 70 Masters and 38 doctoral students and has published more than 40 academic articles and chapters in books.

**09:45-10:00 Networking over tea/coffee**

**10:00-10:45**

### CURRICULUM DEVELOPMENT AND ADVANCEMENTS

#### Applications of ICT in Higher Education Curriculum: current trends and future perspectives

Information and communication technologies (ICTs) have been a contentious issue for higher education institutions around the world. ICTs provide new opportunities for higher education curriculum including facilitating teaching and learning, internationalisation of curriculum (IOC), curriculum enrichment, social networking, virtual curriculum, mobile learning etc.

This presentation is based on an overview and analysis of ICT related research literature on curriculum in higher education with a more in depth look at current curricular activities and related barriers and challenges.

This paper also discuss future scenarios for the use of ICT in some major higher education curriculum territories including formal universities programs, faculty development programs, cyber universities as well as corporate universities in emerging forms and approaches. Finally the paper synthesizes current research in the curriculum area to suggest some guidelines for developing ICT based curriculum.



Kourosh Fathi Vajargah –Professor of Curriculum Studies, Chairman –Department of Education Editor in chief, Journal of Higher education curriculum **Shahid Beheshti University Iran** Kourosh Fathi Vajargah, MA, PhD, is a professor of Curriculum Studies at Shahid Beheshti (National) University of Iran, School of Education and Psychology and head of Department of Education. His interests include curriculum concerns in higher education, the use of technologies to support teaching and learning and curriculum studies in workplace learning and professional development.

He has undertaken significant consultancy work for the Ministry of Education in Iran. He is also chief editor of Journal of Curriculum Studies in Higher Education and Journal of Management and Planning in Educational Systems. Prof. Kourosh Fathi Vajargah has published extensively on curriculum matters in higher education and informal learning.

### ICT AND DIGITALISATION

#### 10:45-11:30 Digital literacies: Literacy of the Digital

Technology is a core component of learning in higher education. Whether its used extensively or not students need to be able to access the internet and undertake administrative tasks at the very least.

This presentation explores students' Discourses about technology and the role this has in how they engage with and within the digital environment. It explores research that show that there is a diversity of Discourses of technology amongst students and that these are sometimes multiple and contradictory. For example the dominant theme in Discourses around learning is around efficiency rather than effectiveness of learning. However while some student do see technology as a liberator with access to information equating to knowledge (in their mind), they lack the critical literacy abilities that are needed to transform their learning. There are also a small but significant group of students who feel alienated by technology. These students are marginalized (migrants to the digital world) and face enormous challenges in using technology effectively.

I will discuss what literacies (conceptualised as an expansive concept) higher education students' need to use technology effectively in an academic environment. Using examples of current interventions which support learners' acquisition of digital literacy skills I will examine how relevant these are for our students.

I hope that by conjoining the terms of literacies and digital it will open up our thinking about how to better develop our students' academic capabilities in the 21st century learning environment and give students the critical capabilities they need in this new context of digital education.



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Dr Cheryl Brown  
Centre for Educational Technology-University of Cape Town Dr Cheryl Brown is a Lecturer in the Centre for Educational Technology at the **University of Cape Town**. She completed her PhD in Information Systems in 2011 focusing on what technology means to students and how this influences the way they use technology at university.

Her research focuses on are digital literacy and identity particularly amongst first year university students.

She teaches in the Centers' postgraduate program in Information and Communication Technologies in Education and is member of the Universities First Year Experience Advisory Committee.

## KNOWLEDGE AND POWER

### 11:30-12:15 Building Inclusive Knowledge Societies: Imperatives of CT Application

Knowledge-value addition to acquisition of new ideas, information and skills is critical for survival of human beings and for ensuring sustainable development. Creation and application of new knowledge, in every sphere of activities, has contributed to the evolution of societies and economic welfare of people since the dawn of human civilization. In the backdrop of major societal trends and their implications for the future, it is argued that knowledge will play a central role in shaping the economic growth, social transformation and empowerment of people. In future, knowledge triangle-education, research and innovation will shape the future of societies.

The developing countries face enormous challenges in harnessing the potential of knowledge triangle. These challenges include access to quality education at affordable cost; inequality of educational and research opportunities; outdated and irrelevant curriculum; poor infrastructure for knowledge production and innovation and limited opportunities for life-long learning. The conventional approach to address these challenges is unlikely to meet the growing needs of knowledge workers in developing countries. It is imperative to harness the potential of science and technology, particularly information and communication technologies, to participate effectively in the knowledge triangle revolution which is people – centered, inclusive and development oriented.

Current trends clearly indicate that knowledge acquisition and sharing will increasingly be technology mediated and thus traditional educational processes will be revolutionized and new knowledge communities will be formed. This would require radical changes in the organizational structure of institutions, role of teachers and learners, the system of evaluation and financing mechanisms. The phenomenal growth in open and distance learning, on-line learning and the proliferation of open educational resources are some of the trends that deserve a closer look by planners, policy makers and leaders responsible for education, research and innovation.



Dr Abdul Waheed Khan -Former Assistant Director-General for Communication and Information of United Nations Educational, Scientific and Cultural Organization (**UNESCO**)

Dr. Abdul Waheed Khan who is currently an International Consultant in ICT, Education and Development has held various senior professional and managerial positions through out his

career with the Commonwealth of Learning (Vancouver, Canada), the United Nations (mostly in Paris, France but also in other countries) and Indira Gandhi National Open University (Delhi, India). Most recently, was President of Talal Abu Ghazaleh Business University, a start-up university in Bahrain. His journey from a remote Indian village to high-level positions in academia, international development, media and diplomacy is an exciting story of a self-made man, a visionary, an institution builder and a dynamic leader.

Dr. Khan was Assistant Director-General for Communication and Information at UNESCO in Paris for nearly a decade. In this capacity, he was responsible for strategic planning for ICT interventions in education and development; providing leadership in fostering digital opportunities for social and economic inclusion; building alliances between public and private sector and mobilizing resources for capacity building.

He has extensive international experience in designing, planning and managing communication and information technology applications in education and sustainable development. He has served as communications consultant for several international organizations such as UNFPA, UNDP, FAO, UNESCAP, Asian Development Bank, World Bank, Asia Pacific Institute for Broadcasting Development and Asian Productivity Organization.

Dr Khan served as Vice-Chancellor (President and Chief Executive Officer) at the Indira Gandhi National Open University (IGNOU). With an enrollment exceeding three million students, IGNOU is one of the largest universities in the world. In particular, he was responsible for strategic planning, resource mobilization and management of a knowledge network, comprising a consortium of 72 universities. He was also Chairman of the Distance Education Council which is responsible for coordinating all open and distance learning programs in India. Previously, Dr. Khan was the Founding Director and Professor of the Communications Division at IGNOU, where he developed and managed one of the largest and state-of-the-art educational media centers in Asia. He raised significant financial resources from JICA for this project.

He also worked at Commonwealth of Learning (COL) in Vancouver, Canada for nearly seven years. ICT application in open and distance learning was the primary area of his responsibility, and he was Visiting Professor/Scientist at the National Institute of Multimedia Education (NIME) in Japan in 1990-1991.

## ICT AND OPEN DISTANCE LEARNING

**12:15-13:00 Key note address:** The role of ICT in SA Challenges - Where are we now?

Dr Hints Z. Mhlane Chief Education Specialist **Department of Education**

### 13:00-14:00 Networking over lunch

### 14:00-14:45

A heuristic for ICT implementation in schools and FET colleges This presentation focuses on teachers' perceptions and suggestions with special reference to the process and aspects that have to be considered for successful ICT implementation within schools. The findings also seem to be appropriate for institutions within the FET sector. Thirty teachers from six township schools formed the sample for this exploratory case study.

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Each participating school received twenty computers from the Dell Foundation while extra finance was provided by the Hermann Ohlthaver Trust. Prior to the project, the participating schools did not have internet access or Windows-based computers. Data was gathered by means of semi-structured interviews, open-ended questionnaires, journal writing and personal observations. The rationale for using qualitative data was to provide the participants with an authentic inner voice. The qualitative data suggest that in spite of the training provided, as well as the free technology and internet connectivity provided several first-, second- and third order barriers exist.

The findings from the qualitative data, as well as the experience of the authors during the two year intervention period provide the underpinnings of a proposed heuristic for ICT implementation within the South African context for departments of education, FET colleges, NGOs or individuals or institutions. Case studies have been criticized that it does not provide sufficient evidence to be able to generalize from them. However, several authors are of the opinion that readers are able to make their own inferences from the findings, thus, whether they can relate to the findings. We are of the opinion that our heuristic will enable the attendees to make conclusions and inferences from our heuristic or framework.



Dr André du Plessis is a senior lecturer in ICT and Primary School Mathematics Education at the **Nelson Mandela Metropolitan University (NMMU)**, Port Elizabeth, South Africa.

André's research interests are ICT implementation and integration in education, especially developing strategies for implementation within the South African context, as well as assisting disadvantaged schools with ICT implementation.

He is extremely passionate to assist schools with ICT in unprivileged communities. In 2012 he was awarded the NMMU Emerging Engagement Award for the best emerging engagement project. He has published collaboratively with Prof Paul Webb of the NMMU in several national and international accredited journals on ICT related aspects.

**14:45-15:00 Networking over afternoon tea/coffee**

**15:00-15:45**

**ICT AND THE CLOUD**

## **Ubiquitous collaborative environments for e-Learning and e-Science in the cloud.**

Cloud Computing is holding the promise of democratizing access to computing infrastructures and is announcing the dawn of a new era for research and higher education. However, the software that will make this potential become a day-to-day reality for scientists, educators and students around the globe and more specifically in Africa has been mostly missing and the question "How will we bring the Infrastructure-as-a-Service paradigm to the scientist's desk and to the classroom?" has remained partly unanswered.

The Elastic-R Software platform aims to be one of the missing links: It is a Google Docs-like environment enabling virtual and collaborative access to most of the tools used in the vast majority of universities for teaching numerical subjects such as statistics, applied mathematics, economics, bioinformatics, etc.

The on-demand use of small and large storage and compute resources becomes accessible to everyone as well as real time collaboration. The Elastic-R HTML5 User Interfaces guarantee the system's ubiquity and make the full environment's capabilities accessible from tablets and mobile phones. The complexity of tools such as R and Matlab can be hidden with graphical interfaces Educators can create visually and publish/share easily for use over the web by students and peer educators.

Besides helping educators in preparing fully operational and reusable e-learning tools without the concourse of IT professionals, Elastic-R allows them to track all the students' actions since all the interactions taking place are recorded in the cloud. Elastic-R design took into consideration the constraints African academics and students have: All the capabilities are accessible through slow INTERNET connections. The mainstream scientific software available virtually is mostly free and open source. Students don't pay the public cloud resources they allocate but use digital tokens provided by their teachers. Those tokens can be provisioned into the Elastic-R environment by African and international institutions or donated by various organizations aiming to improve the quality of research and education in Africa.



Karim Chine: Research Infrastructures and Cloud Computing expert - European Commission, Founder **Cloud Era Ltd**"

After graduating from the French Ecole Polytechnique and Telecom ParisTech, Karim was a staff member respectively at Schlumberger, IBM, EBI and Imperial College London. He is the founder of cloud era, a UK-based start-up specializing in Scientific software-as-a-service. Karim is the author and designer of Elastic-R, a pioneering Virtual Research Environment for scientific and statistical computing, reproducible research and collaboration in the cloud.

**15:45-16:30 New paradigms and models for education**

**Dr Osei Darkwa -President Ghana Telecoms University**



This paper describes new educational models that have emerged as a result of the impact of information communications technologies.

First it begins by discussing the growing global information technology revolution and how it is transforming our educational Institutions

**16:30-17:00 - Designing quality elearning environments with ICT**

Beverley Hood Wharton - **Pearson**

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## SYMPOSIUM AGENDA - DAY 2

**08:30 -11:00**

Workshop Title: What the cloud can do for Higher Education, from concepts to applications Presented by

Karim Chine: Research Infrastructures and Cloud Computing expert  
European Commission, Founder - **Cloud Era Ltd**"

*Duration: 3 Hours with a coffee break of 30 minutes*

Requirements: reliable wifi access, video projector

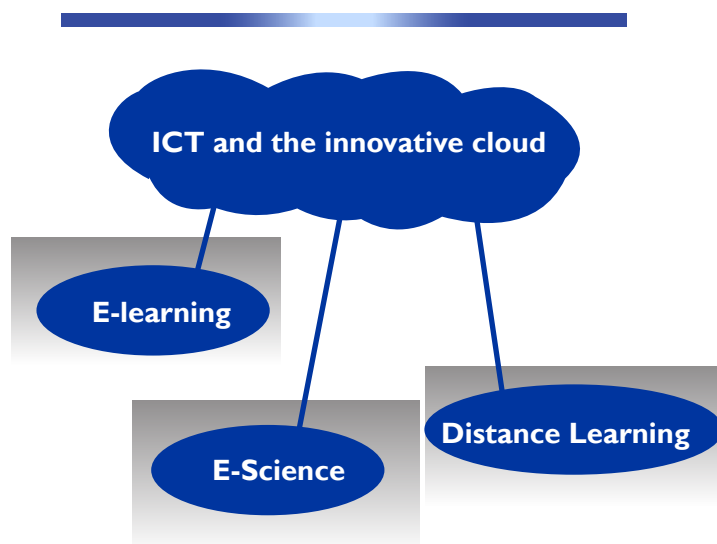
The workshop aims to provide a panorama of cloud technologies, categorize and illustrate with life demos their capabilities and link them to the existing technological ecosystems. Rationales for cloud adoption by Universities and barriers to adoption will be discussed. The cloud potential for innovation in e-Learning and e-Science will be explored through cutting-edge applications. Discussion of cloud computing technologies' role in distant learning, on-line courses and virtual campuses will conclude the workshop.

### **Workshop Objectives:**

- 1-Familiarize the audience with cloud computing in general.
- 2-Familiarize the audience with the main public clouds: Amazon Web Services, Microsoft Azure and Google Compute Engine.
- 3-Provide guidance, best practices and pitfalls to avoid for migration to public clouds and for private clouds creation.
- 4-Raise awareness about new cloud-based services for Higher Education.
- 5-Encourage feedback sharing between participants about on-going cloud-related projects in research and Higher Education.
- 6-Provide a survey of the "state of the art" in distant learning and its relation to cloud-based information systems.
- 7-For attendees with laptops or tablets, try some of the capabilities described during the workshop and engage in participatory demonstrations.

**11:00 - 12:00** - Social Learning in Education

Roxy Nel Executive - **The education social network (edSocial)**



**12:00-13:00**

**"Tablet adoption: Fad or feast"**



Dr Dolf Steyn - Director Teaching and learning with technology **Tshwane University of Technology**

Chair of Senate at Midrand Graduate Institute, independent non-executive board member and educational advisor to Comwall Hill College and vice chair of the SATN Technology subcommittee.

Dolf has managed many projects with budgets inclusive of a nine figure and multiple 8 figure values. He has taught project management at graduate level and is a regular contributor to the two year "Program in Project management" course which runs for industry leaders

**13:00-14:00 Lunch**

**14:00-15:00**

### **ICT THROUGH M LEARNING DOES IT REALLY WORK?**

Going mobile- taking tablets for the pain. (A practical look at mobile devices (tablets) in higher education- what has happened, what is happening and what do we need to make it happen) Mobile devices have become ubiquitous, with institutions scrambling to implement mobile learning into their face to face, blended and distance learning courses.

Many see tablets as the silver bullet with quite a few institutions opting to issue their students with ebook loaded tablet devices and doing away with printed textbooks.

Then there is also the question of Ipad versus Android versus Microsoft versus BlackBerry tablets. Which tablet should we choose and why? Should we not (maybe) allow the students to BYOD (Bring Your Own Device)? I can already hear the IT department groaning in pain.

In the African context, where mobile phone penetration is exponentially escalating, is it possible for students to access and engage with course materials from the comfort of their phones? How do we need to adapt our course material for ease of use? Lastly, we now have a device in most of our students hands.

How do we use it? Looking at this from a terrified lecturer's point of view, will mobile devices be a distraction or an attraction in class? Which apps do we put on it that will dramatically improve teaching and learning?

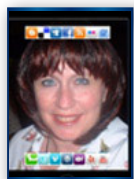
Within this tablet ridden educational landscape where there are more questions than answers, we need to share common experiences, what works and what doesn't. During this session we will look at some case studies, apps and apprehensions and take some tablets to ease the pain.

Please make sure to bring your mobile devices (tablets and phones) with you ready to engage with some of the questions. No lurking will be allowed as we will all be lurking. Come prepared with some answers and contexts as we will walk the talk in a practical way.



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Maggie Verster- e-m-learning Consultant and Educational Technology specialist Maggie is a passionate School 2.0 (social media) activist for teaching and learning and believes that educators need to incorporate social media tools into their teaching strategies in order to effectively engage a new generation of mobile savvy students. She has delivered numerous papers and keynotes,

conducted workshops and developed resources to assist teachers to effectively use ICT and social media for professional development and in their classrooms.

She facilitates various online learning communities for teachers and is one of the top 100 "edu-tweets" in South Africa. She has been involved in many diverse ICT training initiatives for subject advisors, teachers and lecturers and consults to the Department of Education, organisations, schools and various Universities. She developed ICT e and m-learning materials for the Commonwealth of Learning and is currently implementing a mobile curriculum pilot for rural in-service teachers using tablet devices.

## 15:00-15:15 Afternoon tea

## 15:15-16:00

Emancipation from fundamentalist teaching Part 2: How the school teaching model stifles innovation and creativity in university courses There is little argument that the South African school system is in crisis. There are several indicators of this. Firstly, the National Senior certificate

is discredited to the extent that many universities now require prospective students to write the HESA commissioned National Benchmark Tests prior to admission. They are designed to test a writers proficiency in Academic Literacy and Quantitative Literacy, and optionally also in

Mathematics. Matric results are simply not considered to be an accurate measure of academic ability. Secondly, although the official 2012 matric pass rate is 73.9%, it falsely purports that the nearly three quarters of learners are successful in their school careers.

The actual pass rate is closer to 37%, when considering that approximately 620 000 learners dropped out of the school system since 2001 when the Class of 2012 started their school careers! Finally, South African learners consistently perform among the poorest in the world in numeracy and literacy benchmark tests.

Even localised Annual National Assessments show that learners in Grades 3, 6 and 9 are not age-appropriately numerate or literate. The causes for this sorry state of affairs are complex and numerous , and has been described by Bloch as a "toxic mix". The result

however is an intake of students at universities who struggle to cope with the demands of higher learning. Eventually, the graduation rate at South African universities is a lowly 15%. In this presentation, Duan van der Westhuizen reflects on his engagement with first university student teachers who enrolled for an ICT-integration in Education module at a local university. Consistently, only about 50% of the students had any computer experience prior to enrolling at the university. He documents their struggle to appropriate this tool both as productivity tool as well as a pedagogical tool. Whereas the module is designed to specifically cultivate pedagogical skills, he finds that the vast majority of students fail to understand the role that a computer can play in mediating learning.

Despite explicit teaching and modelling in this regard, when students are required to design a learning technology, they hardly ever transcend the role of the traditional teacher. Therefore, the computer tells, explains, instructs, measures, and even disciplines. In this modality, the computer accurately mimics the all-knowing teacher. The computer becomes the re-producer of information. In this mode of teaching, there is little room for creativity, for activity, for participation, for collaboration and for innovation. It becomes virtually impossible for students to overcome the well-established image of the teacher in the class room as it had been modelled for the preceding 12 years of schooling. Whereas it was the explicit intention of the module designers to emancipate students from these fundamentalist teaching methods by using learning technologies, it was only a very few who could show innovation and creativity in their own learning designs. Prof Duan vd Westhuizen -Department of Science and Technology Education Faculty of Education - **University of Johannesburg**

## 16:00-16:45 - Information Ethics as a supporting instrument towards ICT in Higher Education in Africa.

Coetzee Bester -**Director African Centre of Excellence for Information Ethics**



Coetzee Bester is the Director of the African Centre of Excellence for Information Ethics at the University of Pretoria and the coordinator of the Africa Network for Information Ethics. During the political transition in South Africa he served in the Office of President F W de Klerk. Between 1994 and 1999 he served as a Member of Parliament in South Africa under President Nelson Mandela

where he inter alia attended the meetings of the Parliamentary Portfolio Committee on Communication and ICT. Up to 1996 he was also a member of the Constitutional Assembly of South Africa attending to the interests of traditional communities.

He further serves as the Executive Director of the Africa Institute for Leadership, Research and Development that is a multi-national Africa-based leadership development initiative with regional offices in Nigeria, South Africa, Nairobi and Cairo. He is a director of various companies and involved in local government bulk service delivery and housing development projects in Africa.

## What Past Delegates had To Say:

"Provoking presentations, Can implement when I back to the **University"** **Peter Brown University of Cape Coast GHANA**

"New Innovations learnt" Godfrey Mokwena Lecturer **UNIVERSITY OF ZAMBIA**

"Vibrant and interesting" Dr Bogadi Nage Sibanda Director School of Education **BOCODOL BOTSWANA**

"Networking with leaders/specialists in the field of ICT were the positive elements of this event" MM Breed Lecturer **TSHWANE UNIVERSITY OF TECHNOLOGY**

"The presentations met my expectations" Manaipane Legodi coordinator **UNISA**