

Technology-based Teaching and Learning in Higher Education during the Time of **COVID-19**

Editors:

Nobuhle Ndimande-Hlongwa, Labby Ramathan,
Nhlanhla Mkhize, Johannes A. Smit



Alternation African Scholarship Book Series, Volume #02

Alternation African Scholarship Book Series (AASBS)

General Editors

Nhlanhla Mkhize; Relebohile Moletsane; Nobuhle Ndimande-Hlongwa;
Sarah Mosoetsa; Labby Ramrathan; Johannes A. Smit

Lead-Editors

Nyna Amin *University of KwaZulu-Natal*; Vivienne Bozalek *Cape Peninsula University of Technology*; Denzil Chetty *University of South Africa*; Rubby Dhunpath *University of KwaZulu-Natal*; Bekithemba Dube *University of the Free State*; Maserole Kgari-Masondo *University of KwaZulu-Natal*; Rembrandt Klopper *University of Zululand*; Simangaliso Kumalo *University of KwaZulu-Natal*; Sam Lubbe *Mangosuthu University of Technology*; Sadhana Manik *University of KwaZulu-Natal*; Cheryl Mohamed Sayeed *University of KwaZulu-Natal*; Herbert Moyo *University of KwaZulu-Natal*; Priya Narismulu *University of KwaZulu-Natal*; Thengani Ngwenya *Durban University of Technology*; Maheshvari Naidu *University of KwaZulu-Natal*; Beatrice Okyere-Manu *University of KwaZulu-Natal*; Kunle Oparinde *Durban University of Technology*; Michael Samuel *University of KwaZulu-Natal*; Upasana Gitanjali Singh *University of KwaZulu-Natal*; Lilian Siwila *University of KwaZulu-Natal*.

Alternation research groups have made decisive and far-sighted knowledge production contributions in the interdisciplinary Arts and Humanities arena for more than twenty-five years. From 2020, it adds the *Alternation African Scholarship Book Series (AASBS)* to its research outputs system. Via its incisive thematically-focused inter-, multi-, and trans-disciplinary, as well as digitally-informed, research approaches, the AASBS not only advances the frontiers of knowledge in Africa's institutions of Higher Learning in designated focus areas, but also critically generates scholarship of, by and with the people(s) of our continent. Historically the research draws on the rich traditions of interactive African intellectualisations, from its earliest civilisations, through struggles for liberation and freedom, to independence and growth. It opens up future epistemic opportunities through intellectual initiative and resourcefulness, while critically contributing to the international advancement of knowledge on all relevant levels. Contributing to research-led constructive, transformative and substantial discourse development in our programmes and disciplines, it also aims at impacting the well-being of our people foundationally and all-inclusively in the present. All forms of scientific and social challenge which Africa's societies and communities face, need to be problematised and researched in the Arts and Humanities, in the interest of cooperative and conscientious responsible knowledge generation and foundational conceptual and methodological research impacts. We serve the hopes and aspirations of the people of Africa.

AASBS is committed to the highest levels of inclusive, factually correct and critical, socially-responsive and socially-accountable evidence-based research analyses and outputs. Each chapter is reviewed by at least two independent peer reviewers. Through its editing and peer-review system, each volume also builds research leadership, research expertise, and interactive research acumen, capacity and capabilities.

A list of 2020 published titles follows overleaf

Alternation African Scholarship Book Series
(AASBS)

Ramrathan, L., N. Ndimande-Hlongwa, N. Mkhize & J.A. Smit (eds.). *Re-thinking the Humanities Curriculum in the Time of COVID-19. Volume #01.*

Ndimande-Hlongwa, N., L. Ramrathan, N. Mkhize & J.A. Smit (eds.). *Technology-based Teaching and Learning in Higher Education during the Time of COVID-19. Volume #02.*

Mkhize, N., N. Ndimande-Hlongwa, L. Ramrathan & J.A. Smit (eds.). *Teaching and Learning in Higher Education in the Time of COVID-19. Volume #03.*

Smit, J.A., N. Mkhize, N. Ndimande-Hlongwa & L. Ramrathan (eds.). *Learner and Subject at the Dawn of Digital Humanities Online Research-Led Teaching and Learning. Volume #04.*

Amin, N. & R. Dhunpath (eds.). *(Re)Learning to Teach in the Context of Crises. Volume #05.*

Bob, U. (ed.). *The COVID-19 Pandemic: Impacts of the Corona Virus on Sport and Society. Volume #06.*

Manik, S. (ed.). *Sports amidst a Global Pandemic: Crisis, Capitulation and Creativity during COVID-19. Volume #07.*

*Technology-based
Teaching and Learning in
Higher Education during the
Time of COVID-19*

Editors

Nobuhle Ndimande-Hlongwa

Labby Ramrathan

Nhlanhla Mkhize

Johannes A. Smit

2020

CSSALL

Durban

Published in 2020 in South Africa

CSSALL Publishers (Pty) Ltd
c/o POSTNET SUITE 158
Private Bag X9118
Pietermaritzburg
KwaZulu-Natal
3200
cssall123@gmail.com

Editor-in-Chief: Prof J.A. Smit
University of KwaZulu-Natal
smitj@ukzn.ac.za

Alternation African Scholarship Book Series Volume #02

© CSSALL Publishers (Pty) Ltd

Title: *Technology-based Teaching and Learning in Higher Education during the Time of COVID-19.*

Editors: Nobuhle Ndimande-Hlongwa, Labby Ramrathan, Nhlanhla Mkhize and Johannes A. Smit

ISBN: 978-0-9869936-3-3

DOI number: <https://doi.org/10.29086/978-0-9869936-1-9/2020/AASBS02>

Cover design by Abdulbaqi Badru
University of Kwazulu-Natal
badrua@ukzn.ac.za

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means electronic, mechanical, photocopying, recording or otherwise, without the prior permission of the copyright holder and publisher.

CSSALL has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this volume, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Printed and bound by Print Connection, Tel (031) 202-7766; 202-7766

Preface

Emerging first in Wuhan, China, followed by its spread to other parts of the world, COVID-19 has had governments globally, systematically initiate a variety of forms of intervention, to curb its spread. These include lockdowns, the restriction of movement, forms of social distancing and sanitizing practices, as well as the requirement that citizens wear face-masks. Since the responses took place according to regional exigencies and directives, and were not uniform and equally comprehensive, internationally, they have also had diverse effects. Ranging from shortcomings in medical and health care provisioning, through economic downturns and fears of the increase in practices of governance surveillance, to the disrupting of schooling and tertiary education systems, sports, and cultural and religious events and practices, COVID-19 bodily, mentally, materially and socially, destructively affected the whole world as we know it. Apart from its continued deadly impacts, and barring the arrival of universally effective vaccines, the spectre of COVID-19's expected second surge with the arrival of winter in the northern hemisphere, also have populations across the world readying themselves to learn to live with the presence of infection on a continuous basis.

Given this very brief and though limited scenario, this Preface provides the context for the first seven volumes of the *Alternation African Scholarship Book Series (AASBS)*.

Focused on the impacts of COVID-19 on the Higher Education sector, especially from curriculum perspectives, at all levels and a sample of disciplines and subjects, the first four volumes were in principle conceptualised by the *Alternation Editorial Committee (AEC)*, on 31 March 2020.

This initial project problematisation has grown into twelve research groups with seven AASBS volumes, and five *Alternation Journal* issues in production. Indications are that even if the world is rid of COVID-19 through vaccination – which might not happen in the near future – its impacts will be lasting. In the short to medium term we may also have to learn to live with the reality of the presence of the pandemic, and possibilities of infection and potential resultant death. These dynamics are being traced in the research, in, as well as outside academe, as we learn to transform and adapt to new realities, possibilities, risks, and drawbacks, of digital education and media.

In many ways COVID-19 brought communities of teaching and learning closer together across the usual social and professional divides. The hope is to ensure the optimal wellbeing for the greatest possible number of our fellow human beings (*Ubuntu*), and for staff and students to benefit from available existing and (digitally-) constructed resources. This outcome motivates each moment of our collective research-led teaching and learning, even though distance and disease threaten all.

The research produced by the *Alternation* research groups constitute a small part of how academia attempts to both engage the conundrums and provide academic leadership amidst the effects and educational and learning opportunities of COVID-19. And for this we want to thank the lead-editors and their teams, as well as all the colleagues from across southern Africa who have responded positively, and affirmatively to our call.

And for their endeavor, and sleepless days and nights of rescuing our sick, and caring for those passing away, we want to dedicate these, the first number of volumes of our *Alternation* African Scholarship Book Series, to our courageous medical staff, those who provide comfort, relief and succor to our sick and those passing away, as well as the singular worker, mostly unrecognized, that kept the wheels of life and optimal wellbeing turning. Thank you, colleagues. And go well. *Siyabonga, hamba kahle!*

Prof Johannes A. Smit
Editor-in-Chief: AASBS

Contents

Johannes A. Smit

Preface	v
Contents	vii
Contributors	ix

Nobuhle Ndimande-Hlongwa, Labby Ramrathan, Nhlanhla Mkhize and Johannes A. Smit

Editorial: Technology-based Teaching and Learning in Higher Education during the Time of COVID-19	1
---	---

Nelly Mwale and Joseph Chita

Higher Education and Programme Delivery in the Context of COVID-19 and Institutional Closures: Student Responses to the Adoption of e-Learning at a University in Zambia	9
--	---

Sershen, Ivan Stojšić and Suveshnee Munien

Challenges Teaching Practicals in the Time of Physical Distancing: Advances, Challenges and Recommendations for Higher Education	34
--	----

Nomalungelo Ngubane, Sibonelo Blose, Pinky Mthembu and Hlongwa Tholani

Transitioning from Face-to-face to Remote Teaching in the Context of the COVID-19 Pandemic: Reflections of South African Emerging Academics	54
---	----

Peter Merisi and Ansurie Pillay

Emergency Remote Teaching in Higher Education: How Academics Identify the Educational Possibilities	74
---	----

André du Plessis and Sylvan Blignaut

An Offline - Online Information and Communication Technology (ICT) Teaching and Learning Strategy in the Age of COVID-19 and beyond	92
---	----

Nosipho Mbatha

Crossing the Bridge: Transitioning to Facebook as a Short-term Response amidst the COVID19 Pandemic	120
---	-----

Vitallis Chikoko This Technology we all Wash with: The Efficacy of Leveraging WhatsApp in Delivering a Master’s Module 134

Fortune Sibanda and Tenson Muyambo
Programme Delivery and Assessment in the Context of the COVID-19 Crisis at One Higher Education Institution in Zimbabwe 157

Joyce M. Mdiniso
Preparedness of Higher Learning Institutions for Unknown Disasters: COVID-19 179

Nobuhle Ndimande-Hlongwa, Sakhile Gumede and Siphindile Hlongwa
Time of the Writer Festival from Physical to Virtual Platform: Lessons for Emergency Remote Teaching and Learning during the Time of COVID-19..... 197

Acknowledgment of Reviewers 214



Contributors

Dr. Sibonelo Blose is a Lecturer at the University of KwaZulu-Natal within the Educational Leadership, Management, and Policy discipline. He holds a PhD in Educational Leadership, Management, and Policy. Sibonelo's research focuses on the lived experiences and identities of school-based leaders. Apart from this, he has developed an interest in narrative inquiry, a methodology he has utilized for most of his research work. Before joining the university, Sibonelo served ten years in the Department of Basic Education as a secondary school teacher and a Deputy Principal.

Bloses@ukzn.ac.za; <https://orcid.org/0000-0002-7255-4673>

Dr. Pinkie Mthembu is a lecturer at the University of KwaZulu-Natal within the Educational Leadership, Management, and Policy discipline. She holds a PhD in Educational Leadership, Management, and Policy. Her work focuses on the role of district leadership in supporting teaching and learning in South African schools. Her research interests are school district leadership, gender and leadership, leadership and educational change, and leading and managing teaching and learning. Bloses@ukzn.ac.za; <https://orcid.org/0000-0003-0586-4898>

Prof. Sylvan Blignaut is Professor in the Department of Postgraduate Studies in the Faculty of Education at Nelson Mandela University. His research interests centre on curriculum policy and theory, educational change, teacher epistemologies and decolonisation of higher education. During 2010 - 2011 he was a Fulbright postdoctoral fellow in the USA, at the University of Washington in Seattle, where he focused on social justice issues in the curriculum. He has lectured a coursework MEd degree in Curriculum Policy, Development and Management at centres across Southern Africa. sylvan.blignaut@mandela.ac.za; <https://orcid.org/0000-0002-5514-0604>

Prof. Vitallis Chikoko is a professor of Educational Leadership in the School of Education at the University of KwaZulu-Natal. His areas of research and publication include: leadership development; school leadership in Africa; school leadership in disadvantaged contexts; and African indi-

genous leadership. chikokov@ukzn.ac.za; <https://orcid.org/0000-0001-6135-6172>

Joseph Chita is a lecturer in the Department of Religious Studies at the University of Zambia. His research interests are in Religion and Society, and some of his publications cut across disciplines to include Higher Education. He is also a member of the African Association for the Study of Religions (AASR), the Association for the Study of Religion in southern Africa (ASRSA) and the American Academy of Religion (AAR).

chonochitajoseph@gmail.com; <https://orcid.org/0000-0002-2743-4939>

Prof. André Du Plessis is an Associate Professor in the Intermediate Phase (grade 4 to grade 7) in the School for Initial Teacher Education working in the fields of ICT in Education, mentoring, Intermediate Phase Mathematics Methodology and community engagement. Currently, he is working on research related to the behavioural intention of university students, university staff and teachers to adopt Learning Management Systems (LMS) for teaching and learning due to the COVID-19 pandemic. He is passionate about alternative usages of technology. He is cooperating with researchers from Eastern Europe and has received a number of awards for research, engagement and teaching excellence. Andre.DuPlessis@mandela.ac.za; <https://orcid.org/0000-0002-9089-4460>

Sakhile Gumede is the Project Officer for the UKZN Centre for Creative Arts. He has a BA Soc Sc Hons UKZN/ BA Soc Sc UKZN/ PGCE UNISA. He serves in the literature programming team for the literature festivals (Time of the Writer and Poetry Africa). He coordinates the schools programme for all literature festivals including DIFF, and serve as an internal archive liaison for the historical materials within the centre's storage archives. This includes DVD's, Cassettes, and publications.

Gumdedeg3@ukzn.ac.za

Siphindile Hlongwa is a Senior Administrator for the University of KwaZulu-Natal's Centre for Creative Arts. She holds a National Diploma in Drama Studies, a Bachelor of Technology degree in Business Administration through the Durban University of Technology. She joined the Centre for Creative Arts in 2011, has successfully curated the Time of the Writer international Festival and Poetry Africa International Festival for 4 years now, and facilitated poetry exchange programmes in Nigeria, Spain, Brussels

and Ukraine. She is instrumental in fundraising initiatives for the CCA.
hlongwas@ukzn.ac.za

Dr. Tholani Hlongwa is a lecturer at the University of KwaZulu-Natal, in the discipline of isiZulu Education. She joined the university in 2013 after leaving the University of Illinois at Urbana-Champaign, United States of America (USA), where she obtained her degree in Applied Linguistics. Between 2001 and 2012, Tholani taught isiZulu as a Foreign Language at the University of Illinois. Her research interest is on Applied Linguistics, and she specialises in isiZulu second language pedagogy.

Hlongwat@ukzn.ac.za; <http://orcid.org/0000-0002-8565-5684>

Nosipho Mbatha is a Creative Arts lecturer at the University of KwaZulu-Natal, School of Education. Her research focuses on using playful pedagogy within pre-service teachers' teaching, and exploring the possibilities of creative methods in teacher education. She also researches her own practice using self-reflexive methodologies. In 2020 she was a visiting scholar at Teachers College, Columbia University in New York City.

mbathan5@ukzn.ac.za; <https://orcid.org/0000/0002/1989/3940>

Joyce Mnesi Mdiniso is a lecturer in the Department of Anthropology and Development Studies in the Faculty of Arts, University of Zululand. She is a researcher, author, and has reviewed book chapters and articles for *Alternation*, *African Journal of Development Studies (AJDS)*, and *IGI Global International Journal*. MdinisoJ@unizulu.ac.za

<https://orcid.org/0000-0001-9618-495>

Dr. Peter Oluwaseun Merisi, obtained his PhD in English Education, has been a language teacher in primary and high schools in Nigeria for several years, and currently, is a postdoctoral researcher and a contract lecturer at the University of KwaZulu-Natal in South Africa. Dr Merisi has supervised several postgraduate students (who have passed with distinctions) and served as a panel member for the PhD proposal review committee at UKZN. He has also examined several postgraduate dissertations and reviewed peer reviewed articles for reputable journals. MerisiP@ukzn.ac.za; <https://orcid.org/0000-0001-7753-8034>

Prof. Nhlanhla Mkhize is the Deputy Vice-Chancellor and Head of the College of Humanities at the University of KwaZulu-Natal, South Africa. He

is the former Dean of the Faculty of Humanities, and former Dean and Head of the School of Psychology at the University of KwaZulu-Natal. He co-led the roll-out of the Certificate Course in Community Based Work with Children and youth, a joint initiative of REPSSI and the University of KwaZulu-Natal, which was implemented in 10 countries in the SADEC region. He is currently leading an integrated psychosocial intervention project to assist vulnerable communities to respond to the mental health and social implications of the COVID-19 pandemic in the KwaZulu-Natal province, South Africa. He holds a PhD in Psychology and has published articles and book chapters on various aspects of Afrikan Psychology, Afrikan Ethics, and the use of Afrikan Languages as a vehicle to transform higher education in South Africa. He is one of the founding members of the Forum of Afrikan Psychology and former President of the South African Humanities Deans' Association (SAHUDA). Mkhize@ukzn.ac.za;
<https://orcid.org/0000-0002-0088-5780>

Dr. Suveshnee Munien is a lecturer in the Geography and Environmental Sciences discipline (College of Agriculture, Engineering and Science, University of KwaZulu-Natal). She holds a PhD in Environmental Science. Her research focuses on mixed methodological approaches to examining aspects relating to human-environmental systems and vulnerabilities, and renewable energy technologies and society. munien@ukzn.ac.za
<https://orcid.org/0000-0003-1976-234X>

Dr. Tenson Mabhuya Muyambo is a PhD (Gender and Religion) holder and alumnus of the University of KwaZulu Natal, South Africa. He lectures in the Department of Teacher Development, Great Zimbabwe University. His research and publication interests include Indigenous Knowledge Systems, Religion, African Identity, Education, COVID-19, Gender and African Spirituality. He has published book chapters and articles in refereed journals. tmuyambo@gzu.ac.zw

Nelly Mwale is a Lecturer in the Department of Religious Studies, University of Zambia. Her research interests include religion in the public sphere, religion and Higher Education and African Indigenous Religions. nelmwa@gmail.com; <https://orcid.org/0000-0002-4556-9239>

Prof. Nobuhle Ndimande-Hlongwa is the Dean and Head of the School of Arts in the College of Humanities at the University of KwaZulu-Natal. She is

also the former first Dean of Teaching and Learning in the College of Humanities (2012-2017); and former first Head of the School of isiZulu Studies (2005-2007). She is rated by the National Research Foundation (NRF) as a C2 rated social scientist for five years (2017-2021), and is the author of the scholarly book titled *Ukukhulwa Kolimi*, (Shooter & Shuter, 2009) translated as *Language Planning*. She is one of the guest editors of three special issues of *Alternation Journal*. Volume 17,1 (2010) with the theme: *Multilingualism for Access, Language Development and Language Intellectualisation*; Special Edition 13 (2014) with the theme: *African Languages in South Africa's Dispensation of Freedom and Democracy*; and Special Edition 18 (2016) with the theme: *African Indigenous Knowledge Systems (AIKS) in Mental Health, African Literature, and Education*. She is also the Associate Editor of *Alternation journal*. hlongwanl@ukzn.ac.za; <https://orcid.org/0000-0001-9597-8690>

Dr. Nomalungelo Ngubane is a Lecturer in the School of Education at the University of KwaZulu-Natal, and discipline leader for English Education. Nomalungelo holds a PhD in Curriculum and Instructional Studies. Before joining the University of KwaZulu-Natal in 2017, she was a lecturer in the Academic Literacy & Language Unit at Mangosuthu University of Technology. Between the years 2000 and 2013, she was a high school teacher. Her research work focuses on the teaching and learning of second language writing in multilingual classrooms. ngubanen3@ukzn.ac.za; <https://orcid.org/0000-0002-7255-4673>

Prof. Ansurie Pillay, who has a PhD in English Education, has served as a teacher of English in high schools, a documentary film maker, and currently lectures to preservice teachers in the School of Education, University of KwaZulu-Natal. She supervises postgraduate students and has examined many postgraduate dissertations. While she researches and publishes in her field, she has also peer reviewed many articles, chapters and books. Prof. Pillay has held many leadership roles at the university and, in 2017, won the University Distinguished Teachers Award. PillayA3@ukzn.ac.za; <https://orcid.org/0000-0002-9174-0543>

Prof. Labby Ramrathan is a Professor in the School of Education at the University of KwaZulu-Natal and a NRF rated researcher. He simultaneously serves as President of the South African Education Research Association (SAERA). He has been involved in several institutional, national and

international projects and has published widely in these areas of scholarship. Currently he is leading the College of Humanities, UKZN, curriculum transformation process within the context of decolonization.

ramrathanp@ukzn.ac.za; <https://orcid.org/0000-0001-9963-0675>

Sershen is the Executive Director of the Institute of Natural Resources and an Honorary Research Fellow at the University of the Western Cape. His research stretches across the natural and social sciences and he is an expert in curriculum development, monitoring and evaluation. snaidoo@inr.org.za;

<https://orcid.org/0000-0002-4923-2377>

Prof. Fortune Sibanda (PhD) is an Associate Professor in the Department of Philosophy and Religious Studies, Great Zimbabwe University, Masvingo. He has widely published articles in peer reviewed journals and book chapters on various themes from a religious perspective, which include New Religious Movements, the Land Question, Indigenous Ways of Knowing, Human rights issues, Religion and Health, the Environment and Power dynamics in the African context. He co-edited: *Power in Contemporary Zimbabwe* (2018). Prof Sibanda is a member of the American Academy of Religion (AAR), African Consortium for Law and Religion Studies (ACLARS), African Theological Institutions in Southern and Central Africa (ATISCA), Association for the Study of Religion in Southern Africa (ASRSA) and African Association for the Study of Religion (AASR).

fsibanda@gzu.ac.zw

Prof. Johannes A. Smit, is Professor of Religion and Social Transformation, Chair: Humanities Institute, and former Dean and Head of School of the School of Religion, Philosophy and Classics, and the School of Arts (Acting), UKZN. He is the founding editor of the *Alternation Journal*, ([1994] 1996), as well as of the *Alternation African Scholarship Book Series* (2020), and served as research chair of the former Faculty of Arts/Humanities. He has a lifelong commitment to interdisciplinary learning and critical research capacity development in the Arts and Humanities. He was also President of the Association for the study of Religion in Southern Africa (ASRSA), editor-in-chief of the *Journal for the Study of Religion* (in Southern Africa), teaches Comparative Religion (main focus Christianity), and is the founder of the postgraduate Programme in Religion and Social Transformation in 2000. smitj@ukzn.ac.za;

<http://orcid.org/0000-0003-1792-5256>

Dr. Ivan Stojšić has a PhD in Teaching Methodology of Natural Sciences from the Faculty of Sciences, University of Novi Sad. His area of research interest includes virtual reality, augmented reality, immersive and online learning, technology-enhanced learning, smart pedagogy, geography and place-based education, and STEM teaching methods. He is a member of the Serbian Society of Subject Didacticians. ivan.stojasic@yahoo.com; ivan.stojasic@uns.ac.rs; <https://orcid.org/0000-0003-3671-1624>