EXPERIENCES OF TEACHERS ON THE IMPLEMENTATION OF E-LEARNING PROJECT IN TSHWANE SOUTH DISTRICT

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Abstract - The E-learning project has been rolled out in Gauteng Province schools in an attempt to improve the quality of education as well as move towards paperless classroom. The purpose of this study was to investigate challenges faced by Tshwane South Secondary Schools with regards to implementation of E-learning project with the view to suggest possible solutions. The study followed a qualitative research approach with case study research design. Population in this study consisted of teachers, School Management Teams and learners. Purposive sampling was used to select two teachers, two learners and two School Management Teams that were on E-Learning committee. Data was collected through focus group interview. ADDIE's model was used in this study which gave a theoretical lens on how instructional designer, training developer and educator should design and develop a program such as E-Learning. Thematic approach was used to analyze data The study found that teachers were not adequately trained prior to implementation and that impacted negatively on the project. Moreover, the study revealed other challenges that were related to theft of devices, poor infrastructure, poor communication, teachers' attitudes, lack of self-motivation, parental involvement as well as poor monitoring of the use of the devices. The study recommended extensive training of both learners and teachers on the use of E-learning. Furthermore, it was recommended that restrictive devices be installed on the learners' tablets to deny them access of non-academic websites.

Keywords - E-Learning; Technology; Teaching, Paperless Classroom, Electronic Learning