



CDA Unveiling Educational Transformation and Probing the Impacts of Blended Learning in Business Studies Amidst Contemporary Legislation

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Abstract. In the constantly evolving landscape of 21st-century education, innovative pedagogies have emerged as potential tools for enhancing learning outcomes and elevating performance in business studies, particularly in light of recent legislative changes in South Africa. This study investigated the impact of blended learning and incorporating these innovative pedagogies, namely, heutagogy, pedagogy, and cybergogy, on the performance of business studies learners in the framework of contemporary legislation. Despite e-Learning and information and communication technology being integrated in South African schools that offer business studies, challenges persist in successfully implementing blended learning strategies aligned with recent legislation. This research centers on the central problem: the obstacles teachers encounter when they apply blended learning approaches in the context of business studies, considering the implications of recent legislation. By using critical social theory as its theoretical framework, the study adopted a participatory action learning and action research methodology. The research instruments employed include a SWOT analysis and the fishbowl approach, which facilitated data generation by co-researchers, namely, two preservice teachers, two in-service teachers, one information technology specialist, one school principal, two Grade 12 learners, and two parents. Through critical discourse analysis, the findings reveal gaps in the understanding of optimal approaches to designing effective blended learning environments that are capable of supporting the advancement of business studies in the context of recent legislation. Furthermore, the study uncovers that comprehensive guidance for creating immersive blended learning environments, which are crucial for enhancing and contextualizing learning experiences for the 21st-century business studies learners, is absent. In conclusion, blended learning has brought about transformative shifts in teaching methodologies for business studies, which emphasize the importance of teachers comprehending the intricacies of learner-centered learning. The positive influences of this approach on academic accomplishments, learner engagement, and learning outcomes are evident through its technology-driven implementations. In particular, learners expressed favorable perceptions

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of blended learning, and saw their increased interaction with peers and teachers as a significant advantage.

Keywords: Blended Learning, Critical Social Theory, Heutagogy, Pedagogy, Cybergogy, Business Studies.

1 Introduction and Background

Blended learning, which involves a strategic combination of face-to-face and online educational activities, has been explored as an innovative pedagogy in teaching and learning for the subject of business studies, specifically considering recent legislative changes [1]. The 21st-century business studies class can benefit from innovative pedagogies such as heutagogy, peeragogy, and cybergogy. Heutagogy, a learner-centric learning approach, places a strong emphasis on reflective practice. It empowers learners to reflect on what they have learned, take control of their learning, and apply their knowledge to practical situations. Heutagogy recognizes that, while the ability to learn is a natural human condition, it can be enhanced through technological skills and enabling learners to engage creatively and proactively in independent learning outside the traditional classroom. Peer pedagogy, in turn, focuses on co-creating and co-learning with peers in a social, active, and continuous process. It fosters a co-creating learning environment in which learners actively participate in knowledge-building. The commitment to co-creation involves sharing power, activities, responsibilities, meanings, and learning experiences, thereby increasing motivation for learners and educators [2]. Cyber-pedagogy, often referred to as online teaching and learning, leverages the Internet to deliver instructional materials and facilitate interactions among teachers and learners. It is a learning mode in which various programs use the Internet for educational purposes. Sometimes, online teaching and learning can be integrated with face-to-face instruction to promote a flexible and dynamic learning environment.

In South Africa, integrating digital learning tools and technology has gained momentum in education. The development of digital textbooks, exams, matriculation examinations, and digital learning materials reflect a commitment to incorporating technology into teaching practices [3]. For instance, in Finland, the National Core Curriculum for General Upper Secondary Education acknowledges the importance of technology and digital environments for learning, and emphasizes the need to teach learners how to use technology-based tools responsibly and effectively. Blended learning has been successfully implemented in the Malaysian education system and caters for the preferences of Generation Z and Generation Alpha learners who favor quick and concentrated information delivery [4]. This pedagogy aligns with the learning behavior of these generations, and offers immediate feedback and interactive learning experiences. In South Africa, the policy for information and communication technology (ICT) in education, outlined in the White Paper on e-Education, emphasizes the importance of developing ICT skills to access, analyze, evaluate, integrate, present, and communicate information. Implementing this policy has undergone three phases, to enhance system-wide readiness for ICT integration in learning and teaching [5]. Implementing technology-

based pedagogy in South African classrooms is crucial, in order to provide access to information, personalized instruction, standardized content, and accountability [6]. Compared to traditional methods, blended learning offers advantages in terms of time and resource efficiency by combining face-to-face learning with online and mobile technologies [7]. However, challenges related to teacher, presence, and social presence in online and blended learning environments can impact the educational experience [8]. In South Africa, the number of schools connected to the Internet for blended learning implementation has decreased, and concerns regarding Internet connectivity persist [9]. In light of these factors, this study explored the effectiveness of and challenges facing blended learning in the context of business studies, taking into account recent legislative changes and the South African education landscape. The research assessed how blended learning strategies that incorporated heutagogy, peeragogy, and cybergogy impacted the teaching and learning environment of business studies classrooms, and identified areas that require improvement.

The benefits of blended learning, as extensively cited by scholars such as [1], [2], [10] [3], [4], [5] [11], [7], and [8] highlight its significance as a powerful approach to education. Blended learning is recognized as a valuable methodology that enhances curriculum practice and engages learners in proactive and interdependent strategies to improve performance. These benefits are substantiated through various studies and underscore the potential of blended learning to reshape modern education. While the advantages of blended learning are well-documented and offer substantial promise, applying this approach to business studies in the context of recent legislative changes is not without its challenges. The dynamics of business studies, the evolving education landscape, and legislative adjustments necessitate a more profound exploration to address the complexities and potential obstacles to implementing blended learning effectively. This comprehensive paper presents the problem statement, theoretical framework, methodology, findings, and conclusion, to thoroughly examine how blended learning can be optimally employed in business studies in response to recent legislative modifications in South Africa. The research sheds light on the hurdles faced, and offers insights into resolving these challenges, to ultimately contribute to the refinement and advancement of blended learning practices in business education.

2 Problem Statement

The landscape of business studies has undergone a substantial transformation, by shifting from a content-based teaching approach to one with an emphasis on case studies that explore the ramifications of recent legislation. Within this evolving context, the primary objectives of the business studies curriculum are to nurture critical thinking skills and equip learners with the ability to scrutinize, synthesize, and appraise the intricacies of the subject in the context of recent legislative changes. Innovative pedagogies, including heutagogy, peeragogy, and cybergogy, play an instrumental role in pursuing these goals. These pedagogical approaches are instrumental in helping learners achieve the prescribed outcomes of the curriculum by encouraging self-directed and

collaborative learning, and leveraging digital technologies for educational purposes. Nevertheless, educators in the realm of business studies face a significant challenge: how to develop learning materials that support learners effectively in their engagement with heutagogy, peeragogy, and cybergogy, and ensuring the attainment of curriculum objectives. South African education institutions have made notable strides in incorporating e-Learning and ICT in the academic landscape, which, theoretically, offers students a wealth of digital resources for enhanced learning experiences. However, the practical challenges that persist are considerable, particularly regarding learner access to essential digital tools. As recommended by innovative pedagogies, the limited availability of digital devices such as tablets and laptops, and inconsistent Internet connectivity are substantial obstacles to the seamless implementation of blended learning methods. This intricate web of challenges presents an urgent problem that this research aimed to address. By exploring these hurdles in detail, analyzing the interplay of innovative pedagogies and technology, and investigating their impact on learners' experiences and outcomes in business studies in the context of recent legislation, we provide valuable insights and potential solutions. It is essential that educators, curriculum developers, and policymakers understand these complexities and craft effective strategies, harness the potential of innovative pedagogies, and ensure equitable access to digital resources that are vital for modern learning. Ultimately, this research sought to bridge the gap between curriculum goals and the realities faced by business studies educators and learners in South Africa.

3 Theoretical Framework

This study was guided by the theoretical lens of critical social theory (CST), a framework that intertwines and empowers the elements of emancipating society through the classroom environment by fostering the empowerment of business studies learners so that they understand the implications of recent legislation [12]. CST is a powerful vehicle for advancing societal transformation, through its commitment to heal, repair, and reshape the world—in this case, the classroom environment. CST operates through an unwavering dedication to ameliorating the conditions facing people who are oppressed. Scholars such as Horkheimer, Adorno, and others have critically examined and identified the conditions under which human interaction could transcend the shackles of social domination, thereby propelling its practical dismantling [13]. At its core, CST is primarily concerned with altering societal conditions that perpetuate injustice. The emancipation of societies occurs through the dissemination of knowledge, the transformation of human consciousness, the recognition of individual humanity, and a recalibration of power relations [14]. CST was strategically suitable as a guiding theoretical framework for this study, particularly in relation to transforming the classroom environment for business studies and concerning the implications of recent legislation [15]. The theory aligns with the endeavor of this research, which was to empower learners and teachers to work collaboratively to transfer knowledge of the subject, and foster a sense of agency and active participation. Innovative pedagogies, such as heutagogy, peeragogy, and cybergogy, are instrumental components of this transformative process.

Heutagogy, for instance, underscores that, while the inherent ability to learn is a natural human condition, it can be augmented by technological prowess. Technology is a potent tool for extending learning beyond the classroom and facilitating creative and independent knowledge acquisition by learners [2]. Peeragogy involves co-creating and co-learning through a social, interactive, and ongoing process. It forges a shared learning environment in which learners actively construct knowledge. Cybergogy, in turn, harnesses digital resources and the Internet to deliver instructional materials, and to foster interaction among teachers and learners and, in some cases, peer-to-peer engagement [10]. In conjunction with CST, these innovative pedagogies provide an underpinning to transform the pedagogical landscape of business studies. They transition the conventional, face-to-face paradigm into a dynamic and interactive learning environment in which learners are empowered to be proactive and participatory. In tandem with these innovative pedagogies, CST propels the evolution of business studies education, to equip learners to grasp the implications of recent legislation, foster critical thinking, and engage in a more immersive and responsive learning process [15]

4 Methodology and Research Design

This section explains the methodology and research design used in the study, which had a primary focus on the process of generating empirical data through participatory action learning and action research (PALAR) and interaction with co-researchers to generate data. PALAR is a pivotal framework for this study, as it encapsulates three core principles of responsible research that are aligned with the imperatives of education in South Africa [7]. These principles are the recognition of participants, the establishment of learning communities, and the practice of critical reflection. These principles are particularly significant for education in South Africa, which is characterized by diversity and inequality. Research that uses the PALAR framework require co-researchers to actively identify their problems, propose solutions, and engage in experiential learning. They critically reflect on their experiences and work collectively to achieve the common good [16]. The co-researcher sample for this study comprised diverse stakeholders, namely, two preservice teachers, two in-service teachers, an information technology specialist, two school principals, two Grade 12 learners, and two parents. These individuals collectively brought a comprehensive perspective on implementing blended learning in business studies, especially in the context of recent legislation. Two distinct instruments were employed to collect data: a SWOT (strengths, weaknesses, opportunities, threats) analysis and the fishbowl approach. The SWOT analysis method facilitated the identification of strengths and weaknesses associated with applying blended learning in the subject of business studies, particularly, concerning recent legislation, while the fishbowl approach engendered an inclusive discussion among the researchers regarding implementing blended learning, and encouraged reflective dialogue on the practical aspects of the approach [16].

4.1 Selection of Co-Researchers

Co-researchers for this study were drawn from schools with a substantial enrollment in business studies, and particularly focused on recent legislation. The sample encompassed diverse perspectives, to ensure the research questions and objectives were addressed comprehensively. Preservice educators were included to offer insight into how they managed blended learning during their preservice training as these individuals represent the future of education and play a vital role in integrating innovative pedagogies [7]. In-service educators participated to provide valuable insight into their experiences of teaching the subject of business studies on the implications of recent legislation through blended learning. Information technology specialists shared their expertise in technological solutions and provided information on programs available to facilitate the implementation of blended learning. School principals contributed to the discussion by providing information on the availability of financial resources to support creating and sustaining blended learning environments. Grade 12 learners reflected on their experiences with blended learning, by focusing on its impact on their learning journey. Parents offered their perspectives on how learners were affected when they engaged in blended learning activities, and by providing insights into the home environment.

4.2 Ethical Considerations

Ethical considerations were paramount in this study and encompassed various core principles that safeguarded the rights and well-being of the co-researchers. Voluntary participation: Co-researchers engaged in the study voluntarily, free of coercion or pressure. Informed consent: Prior consent was sought from parents and principals, and co-researchers were comprehensively informed about the study objectives, procedures, and implications. Anonymity and confidentiality: Co-researchers' identities were protected using pseudonyms and codes, to ensure their responses remained confidential and unattributable. Results communication: The outcomes of the study would be communicated clearly and transparently to all co-researchers, so that they could access and understand the findings. Withdrawal rights: Co-researchers were assured they could withdraw from the study without facing penalties. Data protection: All data, documents, and audio materials were securely stored and will be destroyed upon completion of the study. No funding influence: The study was conceived and executed without external funding influence. The involvement of co-researchers was entirely voluntary and at their discretion. These ethical considerations underscore the researchers' commitment to conducting responsible and respectful research, and safeguarding the rights and well-being of all involved stakeholders.

5 Findings and Discussion

The data gathered by means of the SWOT analysis (see Appendix A) were analyzed by means of critical discourse analysis. A SWOT analysis is a valuable tool for assessing internal and external factors that can impact a particular situation, in this case, the implementation of blended learning in the subject of business studies.

5.1 Strengths and Opportunities for Preservice and In-Service Teachers

This section examines the strengths and opportunities for preservice and in-service teachers associated with blended learning. The analysis was grounded in CST, to emphasize how blended learning can reshape the education landscape and teacher–student dynamics.

Strengths

Observing enhanced learning preparation: Blended learning facilitates better preparation before lessons, as reported by [17]. This preparation not only empowers teachers, but also leads to more dynamic classroom interactions.

Observing interactive learning environments: The shift from passive information delivery to interactive environments encourages active learning. Teachers reported a positive change in learner engagement and participation.

Opportunities

Observing skill development: The adaptation to blended learning accelerated teachers' skills and knowledge development, especially in digital literacy and pedagogical methods.

Collaboration and networking: There are opportunities and potential for teachers to form professional learning communities, both within and beyond their institutions, to share best practices and resources in blended learning.

Reflection on Theoretical Connections

By drawing upon CST, these strengths and opportunities can be seen as a shift in power dynamics in the classroom. Blended learning disrupts traditional hierarchies, and allows for a more collaborative and learner-centered approach. This aligns with the principles of participatory action research, which emphasizes the co-construction of knowledge. Active analysis compared the role of teachers to that of IT specialists. Teachers have a more direct influence on pedagogical approaches, but they face unique challenges in integrating technology with curriculum delivery. Unlike learners, teachers have a dual role in learning and facilitating through technology. From a broader contextualization, there is, on a national level, a push to integrate technology in education, which reflects global trends to promote digital literacy. However, disparities in access and training persist, which reflect broader societal inequalities. In short, while preservice and in-service teachers showed adaptability and growth in implementing blended learning, there are significant areas for development, particularly in digital literacy and sustained professional development. These findings suggest a need for systemic support and continuous training.

5.2 Weaknesses and Threats Faced by Preservice and In-Service Teachers

This section critically examines the weaknesses and threats faced by preservice and in-service teachers in the context of blended learning. It explores how infrastructural challenges and policy fluctuations impact the efficacy of blended learning models.

Weaknesses

Connectivity issues: A major challenge is inconsistent Internet connectivity, which is often exacerbated by loadshedding. This issue hindered the smooth execution of blended learning strategies.

Financial burden of data purchase: The responsibility to purchase data fell on teachers, which imposed a financial burden and has the potential to limit their ability to use digital resources effectively.

Threats

Discontinuous professional development: Ongoing training in blended learning approaches, particularly for adapting to new digital tools and pedagogical methods, threatened the effectiveness of these programs.

Legislative volatility: Frequent changes in education legislation creates an unstable environment for implementing blended learning and made it difficult for teachers to stay aligned with current requirements and best practices.

Reflection on Theoretical Connections

From a CST perspective, these weaknesses and threats highlight systemic inequalities and barriers in the education system. The financial and infrastructural challenges faced by teachers reflect broader social and economic disparities that impact the quality of education delivery. Unlike IT specialists, who face similar technological challenges, teachers are uniquely affected by these weaknesses and threats, because of their direct role in educational delivery and their limited access to resources that promote professional development. Contextualized broadly, these issues are not isolated, but are indicative of wider problems in the education sector, such as underfunding and a lack of comprehensive policy planning. These systemic issues have far-reaching implications for the adoption of innovative teaching methods such as blended learning. It can be concluded that, while blended learning offers transformative potential for education, its effectiveness is significantly hampered by infrastructural weaknesses and policy instability. Addressing these challenges requires systemic change and sustained support for teachers, which emphasizes the need for stable connectivity, financial support for acquiring resources, and continuous professional development that is aligned with legislative changes.

5.3 Strengths and Opportunities Regarding School Principal

This section delves into the strengths and opportunities identified by the school principal in the context of blended learning. It investigates how extended learning hours and digital integration could enhance education outcomes and foster collaborative practices.

Strengths

Extended learning hours: Blended learning extends beyond traditional school hours and offers learners additional opportunities to engage with educational content, thereby offering the potential to improve academic results.

Affinity for digital devices: Learners' positive responses to and engagement with digital devices facilitate a more interactive and effective learning experience, and contribute to overall performance improvements.

Opportunities

Interschool collaboration: The principal recognized the potential for collaboration with nearby schools. This network can facilitate the sharing of resources and best practices in blended learning, and enrich the educational experience for all involved.

Benchmarking promising practices: Actively seeking to benchmark with schools that excel in blended learning could provide a roadmap for continuous improvement and innovation in teaching strategies.

Reflection on Theoretical Connection

From a CD perspective, these strengths and opportunities reflect a shift in education paradigms toward more flexible, technology-integrated learning environments. This shift represents a transformative approach to traditional education systems, and is aligned with modern education needs and practices. In contrast to the roles of teachers and IT specialists, the principal's role encompasses a broader, strategic viewpoint. Their focus is not only on immediate classroom challenges, but also on long-term institutional growth and network-building in the education community. The principal's perspective underscores a growing trend in education that values digital literacy and collaborative learning. These practices are essential for preparing learners for a digitally interconnected world, where knowledge sharing and continuous learning are key. In a nutshell, the school principal identified significant strengths and opportunities in blended learning, and emphasized extended learning hours, digital engagement, and collaborative networks. These elements are crucial for enhancing education outcomes and aligning with contemporary education trends. The principal's proactive stance in benchmarking and collaboration sets a positive example for education leadership in the age of digital learning.

5.4 Weaknesses and Threats Facing the School Principal

Weaknesses

Insufficient support from Department of Basic Education: The principal reported receiving too little comprehensive support from the Department of Basic Education for implementing blended learning policies, which was a significant impediment.

Insufficient devices provided: The limited number of tablets provided by the Department of Basic Education failed to meet the needs of all learners, and hindered equitable access to digital learning resources, thus, perpetuating education inequalities.

Economic barriers facing learners: The financial inability of some learners to afford personal digital devices created a digital divide, which impacted the uniform implementation of blended learning.

Threats

Policy and resource mismatch: The gap between policy intentions and actual resource allocation from the education department threatened the effectiveness and sustainability of blended learning initiatives.

Digital divide: Economic disparities among learners could exacerbate education inequalities, as not all learners had equal access to the technology needed for blended learning.

5.5 Strengths and Opportunities for IT Specialist

Strengths

Technical proficiency: The IT specialist's ability to manage technical issues enhanced the smooth operation of blended learning sessions, and ensured minimal disruptions.

Subject matter exposure: Handling technical aspects of business studies content offered the IT specialist an opportunity to understand and integrate the knowledge into broader education contexts.

Opportunities

Cross-disciplinary integration: The specialist's familiarity with business studies content presented an opportunity to integrate this knowledge across different grades and subjects, thereby enriching the curriculum.

Professional development: Continuous exposure to new challenges and content areas promoted the specialist's professional growth and adaptability.

5.6 Weaknesses and Threats Facing the IT Specialist

Weaknesses

Training lag: The time required to train the IT specialist in updated software versions could delay the resolution of technical issues, and affect the efficiency of blended learning.

Resource constraints: The rapid depreciation of shared digital devices, such as tablets, because of extensive use by multiple learners, poses a challenge in maintaining a sustainable digital infrastructure.

Threats

Rapid technological obsolescence, the fast-paced evolution of technology means that devices may become outdated quickly, necessitating frequent upgrades, which can be financially and logistically challenging.

Resource strain: Continuous usage and sharing of devices by many learners could lead to wear and tear, and increase maintenance costs and downtime.

5.7 Strengths and Opportunities for Learners

Strengths

Engagement and understanding: Learners enjoy the interactive nature of blended learning, which promotes their understanding of concepts that are unclear in a traditional classroom setting. Motivation for self-directed learning and blended learning encourages learners to seek additional information independently, thereby fostering self-directed learning habits.

Opportunities

Enhanced peer interaction: Discussions with peers, at their own and other schools, can provide a platform for collaborative learning and the exchange of ideas, thereby enhancing overall academic development.

Holistic development: As [18] explain, blended learning contributes positively to various aspects of learners' development, including academic, psychological, and social skills.

6 CONCLUSION

6.1 Integrating Findings for Education Transformation

This study examined the transformative potential of education through an in-depth exploration of the implications of blended learning, specifically in the space of business studies and contemporary legislation in South Africa. Innovative pedagogies, such as heutagogy, peeragogy and cybergogy, were scrutinized to unveil the multifaceted nature of this education transformation. It can be concluded that blended learning can be a central catalyst. Blended learning emerged as a pivotal force that could reshape education landscapes. It necessitates the integration of digital tools to extend learning beyond traditional classrooms. The findings underscore the significance of educators, school principals, parents, learners, and school technology personnel embracing innovative pedagogies. To truly transform education and enrich the learning experience, stakeholders must prioritize the incorporation of these pedagogies into their institutional missions and visions.

6.2 Identifying Obstacles and Pathways Forward

Despite the potential benefits of blended learning, obstacles hindering practical implementation, particularly in the context of business studies and contemporary legislation, were identified. To address these challenges, the establishment of a continuous teacher development program is imperative. This program must be focused on digital teaching and learning, and must equip educators with the requisite skills and knowledge to fully harness the potential of blended learning.

The study findings relating to learners' perspectives accentuate the significance of learner feedback and expressions for understanding the remarkable impact of blended learning on business studies in the framework of contemporary legislation. Learners not only expressed heightened engagement with the subject matter, but also demonstrated the development of critical thinking skills. Blended learning empowered them to become independent, critical thinkers who are capable of navigating the rapidly evolving education landscape.

In envisioning a future characterized by education excellence, we conclude that this research advocates for a holistic approach to education that blends traditional and digital methodologies to create an environment in which innovation thrives. The findings call for a collective commitment by educators, school leaders, parents, learners, and technology specialists to surmount challenges and embrace a continuous journey of professional development. By doing so, the transformative potential of blended learning can be fully realized, and an era of education excellence that prepares learners for the complexities of the 21st-century world, can be ushered in.

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Appendix A: Swot Analysis

Co-researchers	Strengths	Weaknesses	Opportunities	Threats
<i>Preservice teacher</i>	<ul style="list-style-type: none"> - Currently trained in innovative pedagogies - Operating in an education environment of continued learning and availability of digital gadgets - Practicing blended learning in current studies 	<ul style="list-style-type: none"> - Limited exposure to school situations - Practicing teaching in schools with insufficient resources 	<ul style="list-style-type: none"> - Exposed to advanced digital gadgets at the university - Connected to peers who can provide assistance when in need 	<ul style="list-style-type: none"> - Policies of schools vis-à-vis connecting digital devices when teaching - Loadshedding causes disruptions; no backup for blended learning implementation
<i>In-service teacher</i>	<ul style="list-style-type: none"> - Have knowledge of and exposure to the content - Use of digital gadgets such as cell phones - Classrooms with electricity connection 	<ul style="list-style-type: none"> - Overcrowded classrooms - Shortage of tablets for all learners - Policies of the school concerning e-Learning and ICT 	<ul style="list-style-type: none"> - Internet connectivity at the school level - Provision of Telematics lessons by universities 	<ul style="list-style-type: none"> - Teachers not supplied with data consistently by the department - Training on how to develop teaching material for blended learning is not adequate - Learners' home environments not adequately electrified, and parents complain about electricity being wasted

Co-researchers	Strengths	Weaknesses	Opportunities	Threats
<i>Information technology specialist</i>	<ul style="list-style-type: none"> - Trained practitioners to manage technical errors experienced by teachers and learners when involved in blended learning 	<ul style="list-style-type: none"> - The specialist does not understand the content of the subject when beneficiaries experience challenges regarding content 	<ul style="list-style-type: none"> - Connecting related content for learners and teachers to understand the value of integrated knowledge 	<ul style="list-style-type: none"> - Some schools do not have IT specialists to resolve technical matters experienced during blended learning
<i>Principal</i>	<ul style="list-style-type: none"> - A leader for implementing the innovative vision of the school 	<ul style="list-style-type: none"> - Failure to understand the policy for e-Learning and ITC, which is needed to improve the school's performance - Limited money to implement blended learning for all learners 	<ul style="list-style-type: none"> - Connecting with other schools that implement blended learning 	<ul style="list-style-type: none"> - Lack of consistent support from the department to maintain the implementation of blended learning
<i>Learners</i>	<ul style="list-style-type: none"> - Most learners are exposed to digital smartphones, radio lessons and television programs - Learners are motivated to learn more when they are engaged in blended learning 	<ul style="list-style-type: none"> - Lacking funds to buy digital smartphones and data for blended learning - Learners share devices with others, hampering learners from accessing radio lessons and TV programs 	<ul style="list-style-type: none"> - Learning communities will emerge if learners can access information through blended learning 	<ul style="list-style-type: none"> - Tablets provided by the Department of Education posed a threat to learners' lives from criminals - Some learners sold their digital devices - Data shortages for learners to access information

Co-researchers	Strengths	Weaknesses	Opportunities	Threats
<i>Parents</i>	<p>- Exposure to the information relating to implications of recent legislation, as some parents have working situations that require the application of recent legislation to their own working situation</p>	<p>- Limitations in monitoring blended learning sessions of learners. Some parents are engaged in other activities, or at work</p>	<p>- Creating communities that support learners when engaged in blended learning. Parents can be trained to monitor blended learning of learners</p>	<p>- Some parents are challenged by issues related to technology management and depend entirely on schools for technology issues - Mismanagement of data, learners continuously need financial support to implement blended learning</p>

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