

ABSTRACT

The dawn of information and communication technology (ICT) has been debated both locally and internationally by both academics and politicians. Governments in Africa are investing billions of dollars in an attempt to recap the perceived benefits from such technology. This research is an attempt to find out to what extent are geography teachers integrating ICTs in their teaching. The research found that there is a discrepancy between what politicians say and the realities in the classroom. While the government had moved with great speed in procuring electronic gadgets for schools, not the same has occurred in preparing both the teachers and learners to function in the new dispensation. This discrepancy has compromised the degree of ICT integration in the teaching of geography at high school level.

Results of this investigation revealed that ICTs have a lot to contribute to the teaching of geography. The power of the videos, coloured pictures and the internet revealed the immense power of audio-visuals in bringing real world examples into the classroom. However, to a large extent the value of ICTs hinged on a well-thought and prepared pedagogy without which, ICTs can be a serious disruption to learning.

Since the use of ICTs is still at its infancy in the designated 'pilot' schools, a lot is still to be done to allow a paradigm shift from hard copy textbooks-based classroom to a 'paperless' full ICT 21st century class. Challenges to full ICT integration are numerous but with more training and coaching, it is envisaged that a new order will soon materialise in Gauteng schools.

With funding no longer much of a problem in the full ICT schools, a new mind-set and pedagogy is needed to ensure full integration of ICTs in the teaching of Geography. Embracing the culture of ICTs will probably produce envisaged scientists to face the new world order of internet and other e-learning socio economic environments.