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An investigation of a technological integration framework to best align with the Technical Vocational Education Training Sector (TVET)

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ABSTRACT

In recent years, technical and vocational education and training (TVET) has become accessible to students who are eager to develop their skills, knowledge and attitudes that are needed in the labour market. The sector faces various challenges such as lack of resources, lack of adequately training staff, low-income levels within communities which can impact learner absenteeism rate etc.

Over and above the mentioned challenges is the lack of appropriate teaching method(s) which can best align with the 21st century skills and competencies. Even more importantly now during and post COVID19, the need to identify appropriate method of teaching has become critical.

To address this, the aim of the study is to investigate and identify an appropriate technology integration framework within TVET sector. In this study, Qualitative approach using Action research paradigm was used to investigate a contemporary phenomenon of technology integration by TVET college lecturers. A Purposive or judgmental sampling was used to select the participants that were interviewed through a focus group discussion. A Technological Pedagogical Content Knowledge (TPACK) approach was adopted as a framework of technology integration within TVET sector.

Findings of the study show that educators believe that an appropriate technology integration framework (TPACK), improves teaching method and it is student centred. Analyzed data from participants' responses show that, out of a total of 74 sub-themes that emerged from this study, 'improved teaching and learning' theme had 30 sub-themes, which represents a 40% contribution and a student-centred learning had 28 sub-themes which contributed a 38%.

A TPACK technology integration framework leads to development of ICT skills amongst learners and educators, which can lead to employment of TVET college graduates and provide a solution on outdated curriculum challenges.

The study recommends a technology teaching expert led development approach within the TVET sector, who will work with a small group of lecturers to assist with the development of Technological Pedagogical Content Knowledge (TPACK).