

Abstract

Using a Mixed Methods Convergent Parallel Design this study examines the Behavioural Intentions of the District eLearning Coordinators (DELCS) in the Gauteng Department of Education. The study posits that the educational beliefs of the DELCS are a significant factor in influencing their Behavioural Intentions with regard to their role concerning the integration of Gauteng Online into teaching and learning. Its purpose is to explore whether the DELCS intend to perform their roles in constructivist “Just-in-time” ways. It does this by examining their pedagogical beliefs, their knowledge about technology integration as well as other salient beliefs as formulated in the Theory of Planned Behaviour and by finding out whether these have a bearing on their intentions to provide support and professional development for teachers in the GDE. The study draws on key theories like the Theory of Planned Behaviour, theory about teacher knowledge for technology integration – Technological Pedagogical Content Knowledge (TPACK) amongst others to explore these beliefs and behavioural intentions.