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Reconceptualization of remote teaching and its affordances: a case study of township secondary schools in Gauteng

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ABSTRACT

Due to the abrupt transition from face-to-face to online instruction imposed by the Covid-19 lockdown, teachers were forced to employ a method with which they were unfamiliar. This method was named the Emergency Remote Teaching (ERT). The majority of teachers were caught off guard by using a system for which they had not received adequate training to effectively teach learners. As a result, the ERT strategy caused more some apprehension amongst the teachers, thus the educational system must rethink the cited method. Now that teachers are expected to employ a variety and overabundance of digital technology tools, yet many have little or no experience with using them, and this hinders their capacity to effectively deliver their lessons during the learning and teaching process.

This study aims to explore teachers' perspectives of ERT as a future alternative instructional mode that produces high- quality education and desirable outcomes. It also emphasises the need for teachers to receive continual professional development in the digital technology domain as it evolves. The study used a case study design of teachers who taught in the townships and applied qualitative research methods. Six participants took part in the in the study, which used a qualitative method approach. Data was collected through semi- structured interviews which were followed by thematic analysis. The findings of the study indicate that secondary school teachers maintained that the ERT method of teaching should continue to be used in classroom practice and reimagined as a different possible method for teaching with digital technology. Teachers also recommended that they continue to receive professional training in the field of digital technology as it advances to ensure that ERT is elevated to new levels.