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APPLYING CONVERSATIONAL FRAMEWORK TO REFLECT ON CONTENT DELIVERY AMID COVID-19 AT A DEVELOPING RURAL UNIVERSITY IN SOUTH AFRICA

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ABSTRACT

The outbreak of the COVID-19 pandemic came as a wake-up call that alarmed the whole globe. There was a global rush of universities to move courses online because universities wanted to ensure that learning and teaching continued. The purpose of this study was to share experiences on how two university teachers used Conversational Framework as a conceptual framework to reflect on how they used Information and Communication Technology to support learning and teaching amid the COVID-19 pandemic, at a developing university in Eastern Cape Province, South Africa. Data were collected from their formal and informal conversations over a period of 20 months. The findings revealed how the CF model was used to develop us as teachers in terms of making critical reflections and reflexivity that improved our use of ICT in teaching. ICT was used for communication, designing of learning and teaching activities, collaboration, and exchange of knowledge among students.

Keywords: Content delivery, conversational framework, COVID-19 pandemic, educational design, information and communication technology, university teachers.