

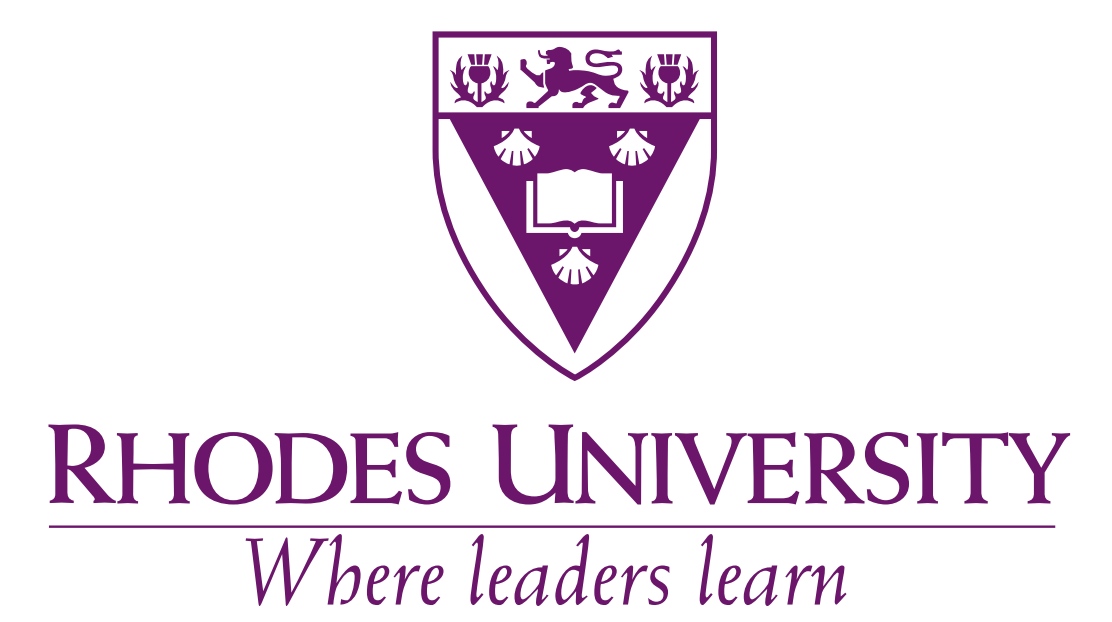
Engaged Leaders Transforming Education

E-Learning as a mediating tool to support interactive professional learning of teacher educators



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BACKGROUND AND CONTEXT

This research focused on the design and development of an e-learning mediation tool for a teacher education professional learning programme. The interest of the teacher education professional learning programme, named 'Sustainability Starts with Teachers' (www.sustainabilityteachers.org) was to support teacher educators across 11 southern African countries to develop situated 'Change Projects' that integrate aspects of Education for Sustainable Development (ESD) into teacher education practice. A situated 'Change Project' in the SST programme means a project

that develops or transforms curriculum, pedagogy, sustainability practices, engages communities in sustainability-oriented practices, or which transforms policy in teacher education institutions. Our inquiry focus was on how to approach the design and development of an online mediating tool(s) for interactive, situated learning that can support sustainability practices and engagement of teacher educators at a local level while learning together with others across national borders.

METHODS AND APPROACHES

We investigated the iterative process of constructing and using the e-learning mediating tool to support transformative learning. The study took place in two phases: Phase one involved identifying challenges and contradictions and questioning how to approach the

resolution of the challenges. Phase two involved development, testing, monitoring, evaluation and re-design via implementation and use of the SST E-learning mediation tool(s).

INTERESTING FINDINGS

Our main finding is that establishing an interactive learning environment for situated, transformative learning in teacher education settings using e-learning mediating tools actually requires a more comprehensive complex process of collaborative learning supported by a range of e-learning mediation tools that are complemented by on-site engagement and support in communities of practice.

We also found that certain conditions need to be in place, all of which are necessary for enabling successful mediation of situated learning using e-learning mediation tool(s). These include adequate time, an understanding of the e-learning pedagogical processes and learning platform functionalities. The successful deployment and use of the e-learning mediating tool depended on interconnected learning system engagements that supported the development of

digital literacy skills, continuous online support to complete tasks, and use of supplementary communication tools (WhatsApp).

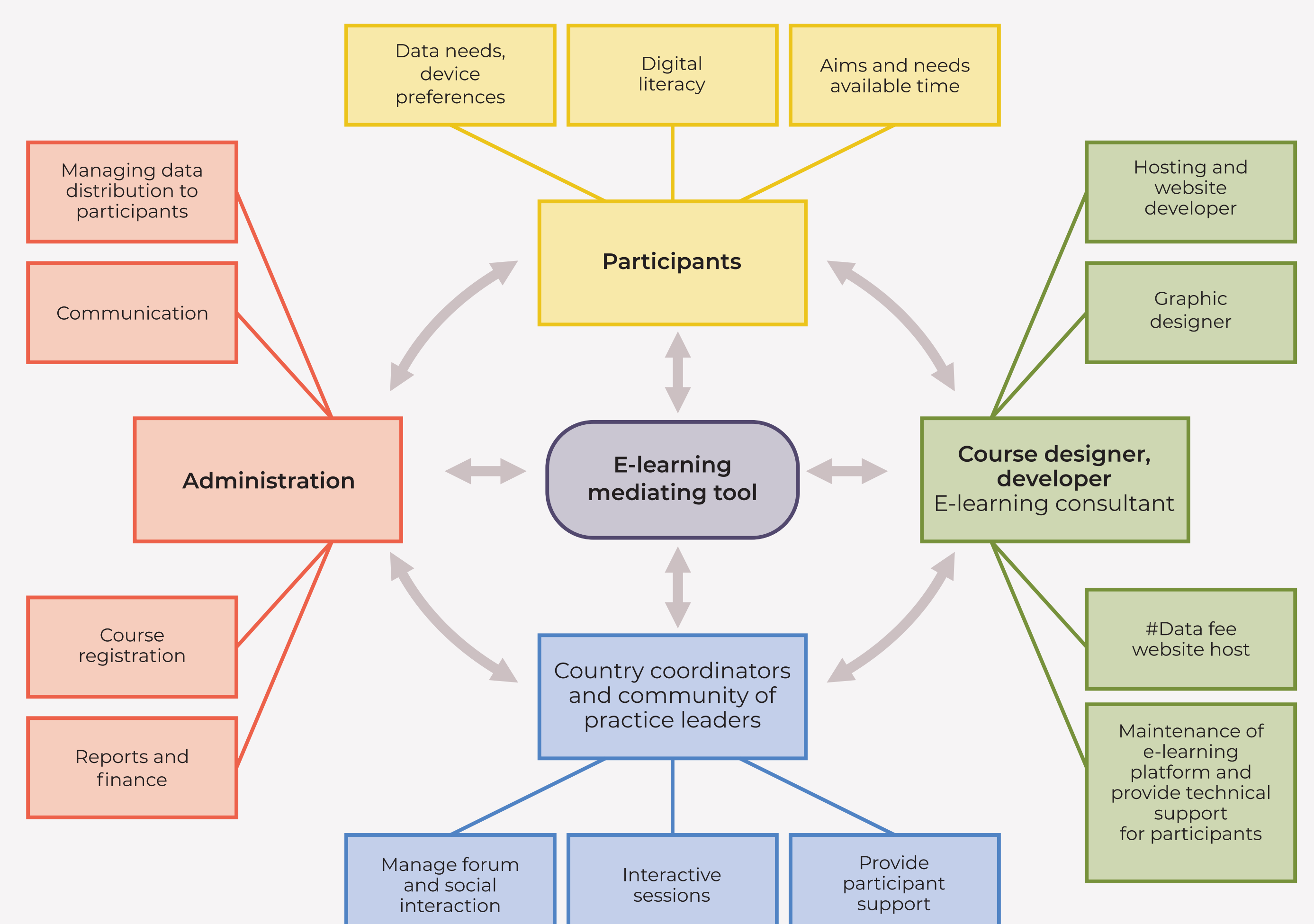
The case study indicates that by using information and communication technology (ICT) tools, ESD capacity-building programmes within southern African countries can be successfully implemented. It is essential to focus on e-learning course design and technical support, pedagogical support, technical platform and online hosting support as well as course content facilitation support when constructing and utilising an ESD-aligned e-learning mediating tool and ecosystem. What is also evident from the data gathered during this study is that the course has empowered participants to take up agency for change in their institutions in the company of others as shown by the Change Project outcomes in 100+ participating institutions.



The expansive learning process followed during the construction and implementation of the e-learning mediating tool



Link to publication



An outline of our anticipated e-learning mediating tool and its ecosystem