



Is ICT Use in Higher Education Transforming Lives and Societies?

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Context

- ICT → important in higher education
- The growing prevalence of digital connectivity is believed to *transform* lives and societies through higher education (e.g., Jackson, 2005; Onilude & Apampa, 2010; Selwyn, 2016)

But, we questioned this belief ...



From our work in academic development and doctoral supervision staff and students can experience ICT as:

- a joy or challenge to their well-versed academic practices;
- something that can create barriers to their learning and development; or
- be the answer to their needs

So, our study was:

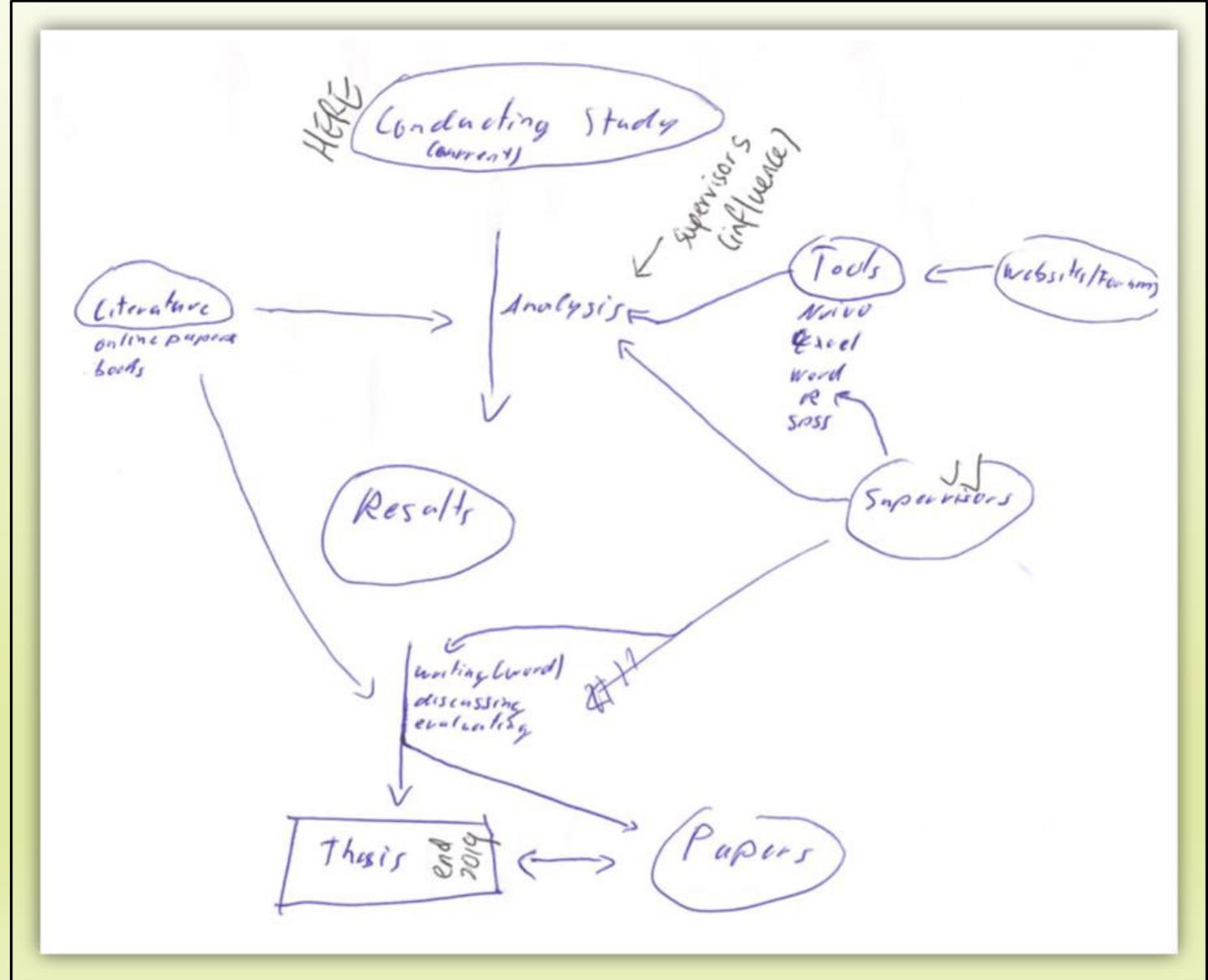
to explore PhD supervisors' and students' perceptions of the role and place of ICT in doctoral supervision and study.

What did our findings reveal?



ICT use:

- **limited**
- **remained similar**



...



ICT use appears to be **overlooked** during and/or after doctoral supervision

“If the technologies are suddenly not available] I’m happy to sit down with a typewriter and learn it ...”

“[My supervisors] show no inclination whatsoever to have a look at [how I am doing it] at all. Because their view of things is that it’s worth it if I produce in terms of potential publishable, reputable material in the thesis.”

What does this mean?



The growth of teaching and learning models that either ignore or overstate the impact of ICT use raise big questions with respect to **global challenges and solutions**, especially at the **doctoral level**.

Questions for you to think about:

- What role do you believe ICT play in your and your students' learning and work?
- How important are they really?



References

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