

Improving Teaching and Learning in Higher Education during the Emergency of Coronavirus disease-2019 Pandemic: Case Studies from Departments of Criminology and Criminal Justice and Legal Science

Dr. Morero Moses Motseki

Department of Legal Sciences, Vaal University of Technology, South Africa

Dr. Witness Maluleke

Department of Criminology and Criminal Justice, University of Limpopo, South Africa

Prof. Jaco Barkhuizen

Department of Criminology and Criminal Justice, University of Limpopo, South Africa

Abstract

Over the years the participation of academics from South Africa has grown from both the public and private Higher Education Institutions (HEIs). However, with the outbreak of Coronavirus Disease-2019 (Covid-19), the HEIs of South Africa undoubtedly faced various teaching and learning challenges. This article explores teaching and learning challenges during Covid-19 in the selected HEIs of South Africa, to offer solutions on how they could be best addressed. Consequently; Promoting key components of teaching and learning has become a greater challenge during this pandemic. Some students have accumulated learning deficits along the way; other lecturers and students have become isolated and disengaged; while other students still face socio-economic challenges that further compromise active teaching, learning and related engagements. Negatively; the existing avenues to continue making active teaching and learning a reality in a virtual environment remains compromised.

This qualitative article adopted empirical research design [Sharing extensive teaching and learning experiences by the three authors of this article] and the non-empirical research design: Systematic review, direct and indirect observation schedules to identify and describe available research literature 'using systematic and explicit accountable methods and pre-specified formalised tools for searching and integrating literature this research design was coupled with the direct observation schedules conducted by the researchers in their respective leading HEIs of South Africa [Department of Legal Science - Gauteng – GP Province, as well as Department of Criminology and Criminal Justice - Limpopo – Lim Province], restricted to March 2020-to-January 2021. The collected data was analysed through inductive textual content analysis.

The article revealed several challenges faced by responsible lecturers and students were demarcated to technophobia; travel controls within and outside provincial and national borders; availability of devices for teaching and learning; online assessment; connectivity to the internet; the cost of data; and the continuation of contact classes. While interventions have addressed some of the listed challenges, a lot still needs to be done. Further findings from this article noted that the challenges emanating from COVID-19 outbreak can be addressed and the 2020 academic year salvaged. For recommendations; this article supports limited measures offered by the selected HEIs of South Africa to contain infections and offer strategies to safely open institutions; and provide psychological support and welfare systems to disadvantaged students. Given the importance of assessments in teaching and learning, the selected institutions needed to initiate other means of assessing students' performances and

should consider deferring rather than omitting some of the teaching and learning assessments to complete the first semester of 2020 academic year and readdress the inception of the second semester. This article further suggests that universities should come up with strategies of helping students and staff who may not be able to return on campus during the pandemic.

Keywords: Coronavirus Disease-2019; Department of Criminology and Criminal Justice; Department of Legal Science; Higher education; Higher Education Institutions; Lecturers, South African [Selected] universities; Students; Teaching and learning.

Full Text: [PDF](#)



This work is licensed under [Creative Commons Attribution 3.0 License](#).

European Journal of Economics, Law and Social Sciences ISSN 2519-1284 (print) ISSN

2510-0429 (online)

Copyright © IIPCCCL-International Institute for Private, Commercial and Competition law