SPECIAL ISSUE -CALL FOR PAPERS

SOUTH AFRICAN JOURNAL OF HIGHER EDUCATION

Integrating Fundamental Digital -Technology Solutions in Africa's Higher Education Practices and theories for sustainability

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OVERVIEW

The digitization of technology has changed the way of human interaction in the 21st century. From accessing information, communication, and behaviour, to almost every aspect of human endeavours has digital-technology imprints. Higher education has not been immuned from the digital technology revolution. Globally, the digital-technology era has started to transform higher education practices, processes and systems. Consequently, the impact of the digital-technology era is evident in teaching and learning practices as well as in education administration. As a consequent too, it is rapidly becoming one of the most essential and widely practiced and simultaneously discussed phenomena in contemporary education policy in developing African countries (Accilar, 2011). The fledgling digital-technological revolution in the higher education sectors shows some promise. One of which is by providing developing African countries with unique opportunities to reinvent themselves and but keenly overcome the digital related challenges that currently confront many of these countries.

Ongoing scholarships in Education specifically agree that digital technologies hold great promise for improving the teaching and learning processes (e.g., Jelfs & Richardson, 2013). This optimism has raised the hopes of many in diverse African communities – including the higher education sector. Many stakeholders in higher education in Africa believe that equipping the institutions with quality digital technologies related learning materials and facilities, as well as with the human resources, Africa can begin the process of transforming and producing a technologically proficient workforce.

Based on the need, the challenge is therefore about finding ways to appropriately integrate digital technologies in higher education practices in Africa to guarantee sustainable system. On the basis of the need too, the implications thus are that:

Firstly, there needs to be a focus on ways to effectively integrate the available digital technologies in Africa's higher education practices and systems, while also ensuring quality experience for students with varying disabilities to promote student success and inclusivity.
Secondly, radical solutions within these practices span artificial intelligence, blockchain technology, augmented reality, game technology, mobile learning, Internet of things (IoT) technologies, OERs advocated by libraries, cloud computing, geo-technologies, computer-mediated communication groupware, and more.

Thirdly, with having many different types of digital-technologies and students with vastly different background in higher education, it is important for higher education practitioners, faculties, legislators, and policy makers to understand the radical solutions or best practices and learning systems. The reason is for stimulating and driving meaningful pedagogy and academic administration through digital technologies to service higher education students who have a wide range of needs and challenges.

In response to the three (3) implications, the special call on Integrating Fundamental Digital -Technology Solutions in Africa's Higher Education Practices and theories for sustainability focuses on the best practices and opportunities in digital technologies that can support today's teaching and learning processes and academic services in higher education in African countries.

The contribution outline below aims to capture this spectrum. This special issue targets academics, teacher-trainees in universities and colleges as well as teachers in practice in schools. It also targets administrators, counsellors, researchers, academicians, and education policy makers and consultants interested in new methodology, theories, and solutions for the best practices in higher education delivery and inclusive and effective education.

SUBTHEMES / TOPICS

1. Digital revolution and its impact on higher education systems in developing African countries
2. Students with disabilities in Higher Education: Using information and communication technologies to address inequities in education
3. Artificial intelligence technology in teaching and learning of university students with varied cognitive abilities: Promises and Implications
4. Artificial intelligence in higher education: Scope for intelligent tutoring systems
5. Blockchain technology in higher education
6. Augmented and virtual reality as an emerging didactic resource for teaching quantitative subject areas
7. Maximising engagement and learning outcomes with m-learning and e-learning
8. Digital technology in education and the law
9. Digital-technology and indigenous knowledge systems and practices
10. Educational technology law: Perspectives from African countries

Manuscript should be between 6500- and 8000-words including references.

SUBMISSION PROCESS- IMPORTANT

Interested contributors should submit abstracts to the SAJHE Guest editor and co-editor of this special edition,

Guest editor - Prof Anass Bayaga: Anass.Bayaga@mandela.ac.za

Co-editor - Prof SB Khoza: Khozas@ukzn.ac.za

Abstract by... (Name of the corresponding author/s)

ABSTRACTS SUBMISSIONS SHOULD INCLUDE:

1. A title
2. Abstract (± 250 words), addressing
    a. the aim(s) and
    b. purpose of the study
    c. research context(s)
    d. methodology and methods
    e. Conclusion(s) and implications
    f. Author(s) name, affiliation. contact details

TIME FRAMES: AUGUST 2023 – APRIL 2024

15 August 2023: Submission of Abstracts

15 September 2023: Feedback to accepted Abstracts

15 December 2023: Full papers by authors whose abstracts were accepted to

- Guest editor - Prof Anass Bayaga: Anass.Bayaga@mandela.ac.za
- Co-editor - Prof SB Khoza: Khozas@ukzn.ac.za

15 Dec 2023 to 15 Jan 2024: Revision by authors after Internal peer review report by Guest Editors

30 January 2024: Final revised papers approved by Guest Editors

15 February 2024: Papers accepted for the special edition, to be submitted on the webpage of SAJHE (the full paper will go through the SAJHE review process again)

- Authors to submit the papers on the webpage with a ***prefix IFD- followed by the title of the paper*** via https://www.journals.ac.za/sajhe/about/submissions

1 March 2024: SAJHE Feedback from peer review process

1 March – 10 March 2024: Revision by authors if publication is accepted by SAJHE

15 March 2024: Final date for revised full paper to be submitted on the webpage of SAJHE

15 March – 15 April 2024: Production period SAJHE – full paper layout to be finalised by Production Editor (SAJHE)

May 2024: Approximate publication date

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