



**Pedagogical Integration with Information Communication Technology (ICT) Learning Platforms to Provide Quality Online Distance Education (ODEL): A Higher Education Perspective**

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Paper Abstract

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HOW TO CITE THIS PAPER?

Abstract

In response to the global impact of COVID-19, numerous Higher Education Institutions have undergone a transformative shift to online training programs, with varying degrees of enthusiasm. This transition presents a unique opportunity to improve the accessibility and affordability of higher education but is not without its challenges, particularly in maintaining academic standards.

This case study investigates a successful transition to the Open and Distance Learning Education (ODELe) model using qualitative research methods. Six participants were interviewed, and their views were analyzed through thematic analysis using COSTA QDA on webQDA cloud computing software. Findings were compared with the literature, revealing that institutions may face challenges in delivering quality education through ODELe. Success is determined by educators aligning established pedagogies with their institution’s mission and values, as demonstrated through comparative case analyses within the theological sector.

Guided by the Technological Pedagogical Content Knowledge (TPACK) theory, this research addresses the challenge of ensuring quality and effective delivery on online platforms for institutions transitioning from traditional face-to-face instruction. Stringent ethical considerations, including consent from the participating institution and subjects, were meticulously adhered to throughout the study.

The findings underscore that well-designed and supported ODELe can yield high-quality learning outcomes. However, institutions should approach the shift to online platforms with intrinsic motivations, as extrinsic reasons may pose risks. This study contributes valuable insights into integrating pedagogy and ICT learning platforms to establish high-quality ODELe as a fundamental element of an institution’s academic excellence.



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Open and Distance Learning Education; Information and Communication Technology; Constructive-Response

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