



Lecturers Changing Andragogy during Implementation of Integrated Information and Communication Technology (IICT) in Accounting Education

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Abstract

In 2011 the University of Johannesburg embarked on a revolutionary method of teaching finance subjects within the diploma courses. This method of teaching integrates traditional teaching methodologies with the use of commercial accounting software. The traditional setting of teaching financial accounting takes place within an environment of a classroom or auditorium where theoretical work is discussed and practical work is done working from examples given by the lecturer, normally completed on paper and more recently on a spread-sheet package. In the new integrated setting, half of the classes still take place in the traditional setting but the balance of the teaching takes place in a computer laboratory/class as practical sessions. The computers are pre-loaded with industry-standard financial accounting software and these classes take place in a practical hands-on manner. This integration takes place over the full diploma course of three years. As this process starts on its' third academic year, cognisance must be taken of the innovative and ground-breaking methodologies used, discovered and adapted by the lecturers. The lecturers have undergone an andragogical paradigm shift in their teaching over the period to date and it is this personal andragogical change that is being investigated and chronicled. This investigation into the change management and the lecturers changing andragogy during the implementation of IICT is a PhD study undertaken in the Faculty of Education at the University of Johannesburg. The purpose of this investigation and chronicle is to record the change management that has taken place, the lecturers' andragogy before and after the change, and to report on the methodologies developed to cope with the change. This study does not argue the pedagogy of teaching actually taking place or being better or worse, it discusses the andragogy of the lecturers and how their teaching methods have adapted to the new challenges. In this paper the focus will be on the changes that have come about and the change management strategies as perceived by the management and also the change management as experienced by the lecturers. The relevant information gathered via interviews and focus groups (qualitative) from key lecturers and management will be used to report on how the successful change management was achieved within an academic environment.