

Ensuring Inclusive and Equitable Quality Blended Learning in Zimbabwe's Higher Education: Lessons Learned During COVID-19

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Abstract

The chapter examines the lessons learnt from implementing blended learning in Zimbabwe's higher education system during the COVID-19 pandemic. It focuses on themes, including technology access, digital literacy, and support for underrepresented groups to promote inclusivity in blended learning. The research underlying this chapter was qualitative and utilised surveys and interviews to gather insights from lecturers and students. The findings highlight obstacles to successful blended learning related to infrastructure and connectivity, digital literacy, and skills of students. These challenges influenced students' ability to utilise online resources and participate effectively in blended learning activities. The study provides several recommendations that can lead to inclusive and equitable blended learning experiences and raise the overall quality of instruction, including enhancing technological infrastructure, facilitating digital literacy development, ensuring accessibility, establishing support programs, and continually assessing and improving blended learning practices.