



Prof Thuthukile Jita (PhD)

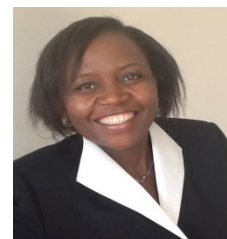
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A. OBJECTIVE

My goal is to engage in transformative teaching and learning that is innovative and accessible for all students and members of the community.

B. QUALIFICATIONS:

Degree	Field of study	Higher education institution	Date of graduation ceremony
PhD	Curriculum Studies	University of the Free State	December, 2016
Title: <i>Pre-service teachers' competences for teaching science through information and communication technologies during teaching practice.</i>			
Master of Science (MSc)	Instructional Design & Technology	Walden University (USA)	September, 2014
Bachelor of Education Honours	Curriculum Studies	University of KwaZulu-Natal	April, 1999
Bachelor of Paedonomiae (B.Paed)	Science education	University of Zululand	April, 1992
Senior Secondary Teacher's Diploma (SSTD)	Science education	University of Zululand	April, 1992

A. EMPLOYMENT HISTORY:

Employer	Position	Period
University of the Free State (UFS), Bloemfontein, South Africa	Associate Professor	January 2023 – current
	Program director: Teaching Practice	June 2021 – current
	Academic position	2015 – current
	Learning Designer	2012 -2014
Accenture, Johannesburg & EPI-USE Africa (Pty) Ltd, Pretoria	Instructional Designer	May 2007 – Feb. 2012
Department of Education (Gauteng).	Head of the Department (HoD),	Oct. 2003 – Apr. 2007
Department of Education	Maths & Science Teacher	1992 – Sept. 2003



B. AREA OF EXPERTISE:

- Information Communication and Technologies (ICT)'s in subject teaching,
- Work Integrated Learning (Teacher training),
- Curriculum studies,
- Higher Education Studies,
- Digital transformation.

C. SCHOLARSHIP OF LEARNING AND TEACHING

Teaching responsibility: Initial Teacher Education 2015-2024

Course code	Course description	Responsibility
EDRT1713	Education Studies 2: Responsive Teaching for Meaningful Learning	Module Developer & Module moderator
WILP1700	Work Integrated Learning / Teaching Practice	Module Developer and Presenter
TPRI/V1502	Work Integrated Learning / Teaching Practice 1	Module Developer, and Presenter
GPED2623	General Pedagogy 2: Instruction and Assessment	Module Leader and Co-presenter
GPED1623	General Pedagogy 1: Managing the Curriculum	Module moderator

Teaching roles: Postgraduate Education

Course code	Course description	Course program	Responsibility
EDCC5808	Capstone project in Curriculum Studies	Postgraduate Diploma (PGDip)	Module developer and Co-presenter
EDCD5824	Curriculum Development	PGDip	Module developer and presenter
EDCI5822	Instructional design	PGDip	Module developer and presenter
EDCT5822	Educational Technology in the Curriculum	PGDip	Module developer and presenter
EDHT5822	Technology in higher Education	PGDip	Module developer & presenter

D. RECOGNITION AND AWARDS FOR TEACHING

- Appointed as Evaluator for Annual UFS Learning and Teaching awards in 2021 - 2024
- Teaching Advancement in Universities (TAU) fellowship award for 2022-2023.
- Overall winner: 2020 UFS Vice Chancellor Award for Teaching and Learning.
- Received recognition for #TeachOnline in 2020
- Received Certificate of Completing the Course: Remote Teaching 101: Online & Blended Teaching During the Pandemic in 2020
- Received recognition for engagement of tutor 2019



E. KEY ACHIEVEMENTS: RESEARCH & INTERNATIONALISATION

Interdisciplinary collaborative research through research projects indicated below:

Sponsor	Institutional Collaboration	Project title	Amount per year
Faculty of Education	Prairie View A&M University in Texas University of Minnesota, Dulluth Universidad Católica de Chile	Teaching Practicum: A Transnational Cases Study	No funds
University Capacity Development Programme (UCDP) Department of Higher Education & Training (DHET)	University of Johannesburg TEACHING ADVANCEMENT AT UNIVERSITY (TAU) FELLOWSHIPS	Digital transformation in a teacher education programme: Exploring Community of Practice at the University of the Free State	Funding accommodation and travelling costs No specific amount
National Research Foundation (NRF) Thuthuka: Research Grant for post PhD	University of Zululand Durban University of Technology	Learning to teach Natural Sciences using mobile devices: design-based research on pre-service teachers in South Africa	R82,000.00(2023) R150,000.00(2022) R134,000.00(2021)
2020 CUT & UFS JOINT RESEARCH PROGRAMME	Central University of Technology	Learning to teach Natural Sciences using mobile devices: design-based research on pre-service teachers in South Africa.	R50 000 (July 2020-June 2021)
National Research Foundation (NRF) Thuthuka: Research Grant for post PhD	National University of Lesotho (NUL) Lesotho College of Education (LCE) Zimbabwe Open University (ZOU) Lupane State University (LPU)	Perceived ICT competence and usage by final-year science and mathematics preservice teachers in South Africa, Zimbabwe and Lesotho	R222,000.00(2020) R126,000.00(2019) R236,700.00(2018)
National Research Foundation (NRF) Thuthuka:	Central University of Technology	Pre-service and new graduate teachers' competence to teach science through ICTs	R 96,000.00 (2017)
National Research Foundation (NRF) Thuthuka:	None	Pre-service teachers' competences for teaching science through information and communication technologies during teaching practice.	R 120,000.00 (2016)
Postgraduate School	University of the Free State:	PhD: Institutional support (Lecturer replacement)	R 23,000.00 (2016)



F. Scholarship of engagement

Committee Member:

- Chairperson of Teaching Practice Committee (TPC): 2021 to present
- Member of the Senate of the University of the Free State (UFS) 2017- 2021
- Member of the Library Senate Committee (UFS) 2017- 2021
- Member of the Faculty Teaching and Learning Committee (TLC) 2018-Present
- Member of the Higher Degrees Committee in the Faculty of Education 2017 - 2018
- Member of the Ethics Committee in the Faculty of Education (UFS) 2017- Present
- South African Education Association Conference review committee (SAERA):2015 &2024

Leadership role:

- Teaching Practice Program Director: 2021 to present
- Coordinator of the Research Interest Group: Instructional Leadership Curriculum Implementation Studies (ILCIS) 2017- Present
- Discipline coordinator: Curriculum Studies (UFS) 2017- 2021
- Faculty of Education Internationalization coordinator 2020- Present
- Member of UFS Internationalization Committee 2020- Present

G. Research contributions: External examiner

I have been and continue to be, an external examiner for different institutions as indicated below:

Doctor of Philosophy (PhD) Degree thesis		
Hlengani Lawrence Chauke (2024)	Navigating speciality training through agency: the Fellowship of the Colleges of Medicines of South Africa	Lancaster University
Bhebhe, S (2023)	Technology integration into teacher education in selected higher education institutions in Southern Africa	(Doctorate thesis, Central University of Technology)
NKWANYANA-SITHOLE, MM (2023)	Curriculum changes and implementation in eSwatini: the pedagogy of geography teaching in secondary schools	(Doctorate thesis, Unisa)
ADEBOYE, DO, (2023).	Investigating the Effect of Using an Active Pedagogic Approach to Teaching with Technology on Student Learning	(Doctorate thesis, UKZN)
Govender, T. P., (2020).	An exploration of the teaching and learning of Information Technology (IT) programming in two higher education institutions in KwaZulu-Natal.	



Master of Education dissertation		
Student name and year	Title	Qualification & University
MEHLULISIZWE TSHUMA	SCIENCE TEACHERS' USE OF ICTS TO CREATE A MORE INCLUSIVE LEARNING ENVIRONMENT IN JOHANNESBURG SECONDARY SCHOOLS	M.Ed mini dissertation, UNIVERSITY OF JOHANNESBURG
MILIZE VAN DEVENTER, 2024	HIGH SCHOOL MATHEMATICS AND SCIENCE TEACHERS' EXPERIENCES OF THE USE OF ICTs IN THE POST-PANDEMIC ERA	
Rene Northmore, 2024	Lecturers' Experiences with the Use of Educational Technology in Delivering STEM Curriculum at a Private HEI	
ZAINUL MOOLA, 2024	TEACHERS' VIEWS ON THE INTERDEPENDENCE OF HUMANITY AND TECHNOLOGY IN LIFE SCIENCES TEACHING AND LEARNING WITHIN THE CONTEXT OF THE 5IR	
CELÉSTE LABUSCHAGNE, 2023	Online formative assessment challenges experienced by Grade 10 Physical Sciences teachers	
Ikanda, SHO 2022	Integrating technology in a grade 11 mathematics classroom in Namibia	
SHIVUTE, HA., 2021	Digital Game Based Learning, Learning Interactivity And Motivation	
NDLOVU, P.P., 2021	Life Sciences Teachers' Experience In The Use Of Interactive Whiteboard (IWB) WHEN TEACHING GRADE 10 CELL DIVISION,	
MTOMBENI, B., 2020.	The Use of Technology in an Open Distance Learning (ODL) Ecosystem to Achieve Authentic Learning,	
Maharaj, A.	Exploring the identities of final-year student-teachers: Narratives of teaching practice	
MNGOMEZULU, H. 2021.	Teachers' Perspectives On Embedding Formative Assessment In Grade 10 Physical Sciences At Inkosi Sambane Circuit Schools.	M.Ed dissertation, University of Zululand
SIMELANE,T (2020).	Barriers to high performance in physical science Among learners: a case of selected township secondary schools in South Africa.	M.Ed dissertation, Unisa.
MDINGI, X. 2020.	In-service teachers' integration of instructional technology into curriculum delivery at primary schools on the Cape Flats.	M.Ed dissertation, Cape Peninsula University of Technology (CPUT)
BUZUZI, A.N. 2019.	Mathematics teachers' integration of technology for pedagogical use in a less affluent High School in the Western Cape.	
CHALLENGOR.,R.M. 2019.	Playing Games Pedagogy in the 21st Century.	M.Ed dissertation, Central University of Technology (CUT).



H. Supervisory responsibilities

Capstone project Supervision (24 with completed capstone supervision)
Master of Education dissertation (completed supervision: 11 MEd)
<ol style="list-style-type: none"> 1. Letsapa, M. 2024. Grade 1 Teachers' Knowledge and Use of Information and Communication Technology in Selected North-West Former Model-C Schools. (Main Supervisor) December 2024 graduation. 2. Motaung, DN.2024. Students' perspective on a Blackboard Collaborate virtual learning experience in a higher education rural campus. (Main Supervisor) December 2024 graduation. 3. Dlamini, M., 2024. Physical science teachers' perspectives on information and communication technology professional development in Lesotho secondary schools. (Masters' dissertation, University of the Free State). (Main Supervisor) April 2024 graduation. 4. Filita, N.J., 2020. Teachers' perceptions on the use of Information and Communication Technology for teaching Sesotho. (Masters' dissertation, University of the Free State). (Sole Supervisor) December 2021 graduation. 5. Makuru, B.M., 2020. Teachers' perceptions on the use of Information and Communication Technology for teaching Biology in Lesotho. (Masters' dissertation, University of the Free State). (Sole Supervisor) April 2021 graduation. 6. Dokter, S.M., 2020. School-Based Instructional Leadership Support for Information Technology and Computer Applications Technology Subject Teachers. (Masters' dissertation, University of the Free State). (Sole Supervisor) February 2021 graduation. 7. Koloti, A.C., 2020. <i>The Challenges and Opportunities of Teaching Reading in Grade R Classes of Lesotho</i> (Masters' dissertation, University of the Free State). (Sole Supervisor) February 2021 graduation. 8. Ramantsi, B.M.L., 2020. A Vision Checklist as a Vision Screening Tool by Grade R to Grade 3 Teachers In Quintile 1 Schools. (Masters' in Optometry dissertation, University of the Free State). (Co-supervisor) February 2021 graduation. 9. Moeketsane, M. P., 2019. <i>Primary School Subject Leaders' Perspectives and Perceived Competence on Instructional Leadership</i> (Masters' dissertation, University of the Free State). (co-promoter). 10. Oguoma, E.C.N., 2018. <i>South African teachers' concerns and levels of use of practical work in the physical sciences curriculum and assessment policy statement</i> (Masters' dissertation, University of the Free State). (co-promoter). 11. Lisene, L.N., 2017. <i>The integration of information and communication technologies into teaching of physical science in Lesotho</i> (Masters' dissertation, University of the Free State). (co-promoter).



Doctor of Philosophy dissertation (completed supervision: 11 Phd)

1. Shambare, B. 2024. PERCEPTIONS AND EXPERIENCES OF LIFE SCIENCES TEACHERS ON THE INTEGRATION OF A VIRTUAL LABORATORY FOR RURAL TEACHING. (Doctoral dissertation, University of the Free State). (main supervisor, April graduation).
2. Taolane, BM. 2023. Integrating information and communication technologies into the teaching and learning of science in Lesotho. (Doctoral dissertation, University of the Free State). (main supervisor).
3. Tenha J., 2023. exploring distributed instructional leadership practices in high performing zimbabwean primary schools. (Doctoral dissertation, University of the Free State). (co-promoter).
4. Phiri, Morrin. 2022. Teachers' Sense-making and Enactment of the Mother Tongue Medium of Instruction Policy in Teaching Information and Communication Technology to Infants. (Doctoral dissertation, University of the Free State). (Main supervisor)
5. Brenya, 2022. TEACHER EDUCATORS' PERCEPTIONS AND PRACTICES OF TEACHING IN A BLENDED LEARNING MODE IN GHANA. (Doctoral dissertation, University of the Free State). (Main supervisor).
6. Mphunyane, M., 2021. Teacher Identities and Mathematics Classroom Practices In Selected Primary Schools In Lesotho. (Doctoral dissertation, University of the Free State). (Main supervisor)
7. Maraisane, M.L., 2021. The influence of Lesotho Grade R Teachers' Science Content Knowledge on their Classroom Practices. (Doctoral dissertation, University of the Free State). (co-promoter).
8. Darko-Agyei E., 2019. *Tracking the development of pre-service teachers' competencies for integrating information and communication technology in the teaching of high school physics in Ghana.* (Doctoral dissertation, University of the Free State). (co-promoter).
9. MUTUMBURANZOU J. W., 2019. *Instructional leadership for the infant department of Zimbabwean primary schools: perspectives and practices of teachers-in-Charge.* (Doctoral dissertation, University of the Free State). (co-promoter).
10. Muyengwa, B., 2019. *The context and practice of school-based Mentoring of pre-service teachers in Zimbabwe.* (Doctoral dissertation, University of the Free State) (main supervisor).
11. Guvhu, R., 2018. *Principal leadership and the integration of information and communication technologies for teaching and learning in Zimbabwe* (Doctoral dissertation, University of the Free State). (Main supervisor)



I. RESEARCH PUBLICATION OUTPUTS

1. Phiri, M., Jita, L.C. and Jita, T., 2024. "The spirit is willing, but the content is weak?" Enacting the mother tongue policy in teaching information and communication technology to preschoolers in Zimbabwe. *Language and Education*, 38(3), pp.418-434.
2. Maraisane, M.J., Jita, L.C. and Jita, T., 2024. The notions of floating and sinking: Exploring the conceptual knowledge of Grade R teachers. *South African Journal of Childhood Education*, 14(1), p.1407.
3. Maraisane, L., Jita, L. and Jita, T., 2024. Engagement of science process skills for teaching science concepts in early childhood. *Journal of Childhood, Education & Society*, 5(2), pp.283-293.
4. Badmus, O.T., Jita, T. and Jita, L.C., 2024. Exploring Undergraduates' Underachievement in Science Technology Engineering and Mathematics: Opportunity and Access for Sustainability. *European Journal of STEM Education*, 9(1), p.10.
5. Shambare, B. and Jita, T., 2024. TPACK: a descriptive study of science teachers' integration of the virtual laboratory in rural school teaching. *Cogent Education*, 11(1), p.2365110.
6. Jita, T., and Dhliwayo, A. 2024. Design-based approach to technology innovation: Teacher educators' experiences with tablets as instructional tools in South Africa. *Contemporary Educational Technology*, 16(3), ep520. <https://doi.org/10.30935/cedtech/14850>
7. Dhliwayo, A., & Jita, T. 2024. Humanizing Pedagogy: The Human-Centric Approach to Technology Integration for Teacher Training. *Journal of Ecohumanism*. <https://doi.org/10.62754/joe.v3i4.3513> Retrieved from <https://ecohumanism.co.uk/joe/ecohumanism/article/view/3513>
8. Dhliwayo, A. and Jita, T., 2024. Reconceptualising ICT Policy Implementation in Secondary School Education in Zimbabwe: A Theoretical Criticism: Reconceptualising ICT Policy Implementation. *Artha Journal of Social Sciences*, 23(1).
9. Thaanyane, M & Jita, T. 2024. Preservice teachers' competence in Integrating ICT in Business Education in Lesotho: A systematic Literature Review. *International Journal of Learning, Teaching & Educational Research*, 23(4): 462-475, <https://doi.org/10.26803/ijlter.23.4.24>.
10. Thaanyane, M & Jita, T. 2024. Toward Using Technology for Instructional purposes in Lesotho. *Journal of Ecohumanism*
11. Badmus, O., Jita, T. and Jita, L.C., 2023. Evaluation of Undergraduates and Postgraduates' Utilisation of Internet for Academic Purpose in STREAM Fields. *International Journal of Research in STEM Education*, 5(1), pp.67-84.
12. Filita, N., & Jita, T. 2023. The use of information and communication technology in the teaching of Sesotho as a home language: *Journal of Education*, 91, <https://doi.org/10.17159/2520-9868/i91a01>



13. Ramantsi, B.M.L., Rasengane, T.A. & **Jita, T.**, 2023, 'Foundation Phase teachers' knowledge on common visual problems affecting children', *South African Journal of Childhood Education* 13(1), a1106. <https://doi.org/10.4102/sajce.v13i1.1106>.
14. Ncala, L., Tsakeni, M. & **Jita, T.** 2022. *INQUIRY-BASED LEARNING PRACTICES IN LIFE SCIENCES CLASSROOMS: A SOUTH AFRICAN CASE STUDY*. In C. Simuja, G. Chitiyo, C. Ugwuanyi, J. Che (Eds), *Proceedings of the South Africa International Conference on Education (SAICEd)*: October 2022 conference.
15. Sintema, E.J. and Jita, T., 2022. Gender Differences in High School Students' Beliefs about Mathematical Problem Solving. *International Journal of Learning, Teaching and Educational Research*, 21(10).
16. Jita, T. and Sintema, E.J., 2022. Exploring Classroom Use of ICT Among Pre-service Science Teachers in Selected SADC Countries. *African Journal of Research in Mathematics, Science and Technology Education*, pp.1-19.
17. Jita, T., and Sintema, E. J. 2022. Pre-service teachers' self-concept and views toward using ICT for teaching science. *Eurasia Journal of Mathematics, Science and Technology Education*, 18(9), em2154. <https://doi.org/10.29333/ejmste/12396>
18. Koloti, A.C. and **Jita, T.** 2022. Curriculum Implementation in Early Childhood Education: A Case of Selected Lesotho Grade R Classrooms. *The International Journal of Early Childhood Learning, Volume 29, Issue 1, 2022*, <https://thelearner.com> (2022).
19. *Makuru, B and Jita, T.* 2022. Information and Communication Technology Practices in Biology Teaching in Lesotho High Schools. *International Journal of Information and Education Technology, Vol. 12, No. 7*.
20. **Jita, T.**, and Munje, P. N., 2022. Preservice Teachers' Mentorship Experiences during Teaching Practice in a South African Teacher Preparation Program. *International Journal of Higher Education*, 11(1), 140-150. DOI: [10.5430/ijhe.v11n1p140](https://doi.org/10.5430/ijhe.v11n1p140)
21. **Jita, T.** 2022. Blended to Remote Learning: Preservice Teacher Experiences of a Redesigned Work Integrated Learning (WIL) *Course. The International Journal of Technologies in Learning* 29 (1): 79-93. doi: [10.18848/2327-0144/CGP/v29i01/79-93](https://doi.org/10.18848/2327-0144/CGP/v29i01/79-93).
22. Filita, N., & **Jita, T.** 2021. Teachers' perspectives on the use of ICT in the teaching of a South African home language, Sesotho. *Journal for Language Teaching*, 55(2). <https://dx.doi.org/10.4314/jlt.v55i2.9>.
23. Dube, B., Jita, L., & **Jita, T.** 2021. Xenophobia and Religious Education: Evoking an Education that Takes Responsibility in South Africa. *Journal of Studies in Social Sciences and Humanities* <http://www.jssshonline.com/> Volume 7, No. 3, 2021, 265-274 ISSN: 2413-9270
24. Munje, P.N. and **Jita, T.** 2021. Pre-service Social Sciences Teachers' Reflections on a Teacher Preparation Program. *International Journal of Learning, Teaching and Educational Research*; Vol. 20, (5), 159-176. DOI: [10.26803/ijlter.20.5.9](https://doi.org/10.26803/ijlter.20.5.9).



25. **Jita, Thuthukile**, and Akintunde, Moruf Abiola, 2021. "Pre-Service Teachers' Perceptions towards the Use of ICTs during Work-integrated Learning (WIL). In K. Graziano (Ed.), Proceedings of Society for Information Technology & Teacher Education International Conference (pp. 1441-1447). Online: Association for the Advancement of Computing in Education (AACE). Retrieved April 29, 2021 from: <https://www.learntechlib.org/primary/p/208485/>.
26. Dube, B., Maphosa, V. and **Jita, T.**, 2021. Mobile Learning App In The Covid-19 Crisis Among High School Students In Zimbabwe: Construction Of New Learning Conditions. *Multicultural Education*, 7(3).
27. Muyengwa, B. and **Jita, T.**, 2021. Contexts of work-integrated learning in schools for preservice teachers: Experiences of field placement in Zimbabwe. *International Journal of Work-Integrated Learning*, 22(1), 107-119. https://www.ijwil.org/files/IJWIL_22_1_107_119.pdf.
28. **Jita, Thuthukile**, and Akintunde, Moruf Abiola, 2021. "Pre-Service Teachers' Competence to Teach Science through ICTs: A Case Study of Lesotho." *The International Journal of Science, Mathematics and Technology Learning* 28 (1): 27-40. doi:10.18848/2327-7971/CGP/v28i01/27-40.
29. Moeketsane, M., Jita, L. and **Jita, T.**, 2021. Correlates of South African subject leaders' perspectives and their perceived competence on instructional leadership. *South African Journal of Education*, 41(1). DOI: [10.15700/saje.v41n1a1811](https://doi.org/10.15700/saje.v41n1a1811)
30. Maphosa, V., Dube, B. and **Jita, T.**, 2021, Sustainable Information and Learning Access at a Rural University in Zimbabwe through a Mobile Application. *International Journal of Information and Education Technology*, 11, (2), p.82-87. [10.18178/IJJET](https://doi.org/10.18178/IJJET).
31. Guvhu, R., Jita, T. and Akintunde, M.A.O., 2021. School principals' perceived knowledge towards information and communication technology in teaching and learning in Zimbabwean secondary schools. *International Journal of Management in Education*, 15(6), pp.507-522.
32. Koloti, A.C. and Jita, T., 2021. Grade R teachers' experiences with the implementation of the mother-tongue-instruction policy for pre-reading skills in Lesotho. *South African Journal of Childhood Education*, 11(1), pp.1-10. [http://dx.doi.org/10.4102/sajce.v11i1.957](https://dx.doi.org/10.4102/sajce.v11i1.957)
33. **Jita, T.**, and Munje, P. N., 2020. Teaching science through Information and Communication Technologies: 'Enablers' and 'constraints' on beginning teachers. *The Independent Journal of Teaching and Learning*, 15(2), 107-120.
34. Munje, P.N. and **Jita, T.**, 2020. The impact of the lack of ICT resources on teaching and learning in selected South African primary schools. *International Journal of Learning, Teaching and Educational Research*, Vol. 19, (7), 263-279.
35. Maphosa, V., **Jita, T.** & Dube, B. 2020. Students' perception and use of Moodle as the E-Learning system implemented at a rural University in Zimbabwe. In *Proceedings of EdMedia + Innovate Learning* (pp. 175-182). Online, The Netherlands: Association for the Advancement of Computing in Education (AACE). Retrieved July 3, 2020 from <https://www.learntechlib.org/primary/p/217300/>.



36. Maphosa, V., Dube, B. & **Jita, T.**, 2020. A UTAUT Evaluation of WhatsApp as a Tool for Lecture Delivery during the COVID-19 Lockdown at a Zimbabwean University. *International Journal of Higher Education*. 9(5), 84-93.
37. **Jita, T.**, 2020. Engaging the 4th Industrial Revolution: Learning to use ICTs for science teaching in Southern Africa. In Gary H. Marks & Denise Schmidt-Crawford (Eds.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 1171-1176). Online: *Association for the Advancement of Computing in Education (AACE)*. Retrieved April 20, 2020 from <https://www.learntechlib.org/primary/p/215904/>.
38. Muyengwa, B. and **Jita, T.**, 2020. Improvements in mentoring of pre-service teachers: Experiences of field placement. *Journal of Studies in Social Sciences and Humanities*, 6(1), pp.20-28.
39. **Jita, T.**, and Jita, L.C., 2019. A descriptive analysis of preservice teachers' opportunities to learn to teach science using ICTs in South Africa. Lamanuskas V. (Ed.) (2019). *Science and technology education: Current Challenges and Possible Solutions. Proceedings of the 3rd International Baltic Symposium on Science and Technology Education (BalticSTE2019)*, pp. 81–87. Scientia Socialis Press, Šiauliai. ISBN: 978-609-95513-4-0.
40. **Jita, T.** 2019. Preservice teachers' decisions on the use of ICTs to teach science during teaching practice. In K. Graziano (Ed.), *Proceedings of Society for Information Technology & Teacher Education International Conference* (pp. 120-127). Las Vegas, NV, United States: Association for the Advancement of Computing in Education (AACE). Retrieved April 14, 2019 from: <https://www.learntechlib.org/primary/p/208485/>
41. Tsakeni, M. & **Jita, T.** 2019. Classroom Information and Communications Technology Integration By Pre-Service And In-Service Teachers in Rural. In MM Dichaba and MAO Sotayo (Eds), *Proceedings of the South Africa International Conference on Education* (SAICEd): September 2019 conference.
42. Oguoma, E., Jita, L. C. and **Jita, T.**, 2019. Teachers' Concerns with the Implementation of Practical Work in the Physical Sciences Curriculum and Assessment Policy Statement in South Africa. *African Journal of Research in Mathematics, Science and Technology Education*, pp.1-13.
43. Ige, O.A., Jita, L.C. and **Jita, T.**, 2019. Major personality traits influencing environmental knowledge: a case of urban learning ecologies. *Problems of education in the 21st century*, 77(1), pp.39-54.
44. Agyei, E. D., **Jita, T.**, & Jita, L. C. 2019. Examining The Effectiveness Of Simulation-Based Lessons In Improving The Teaching Of High Schoolphysics: Ghanaian Pre-Service Teachers' experiences. *Journal of Baltic Science Education*, 18(6), 816-832. DOI-10.33225/jbse/19.18.816. URL: <http://oaji.net/articles/2019/987-1576224886.pdf>, ISSN: 1864-3898.
45. Lisene L.N. , Jita L. and **Jita, T.**, 2019. "Teachers' concerns on integration of information and communication technologies into Physical Science in Lesotho". Towards Effective Teaching and Meaningful Learning in Mathematics, Science and Technology Education. ISTE UNISA 2019 Conference (21-26 October 2019), held at Mopani Camp in Kruger National Park, Mpumalanga, South Africa, pp.303-310.
46. Dube, B. and **Jita, T.**, 2018. Rethinking healthy school relations for curriculum change in Zimbabwe: A relational leadership approach. *Issues in Educational Research*, 28(4), pp.901-917.



47. Lisene, L and Jita, T., 2018. Exploring the integration of modern technologies in the teaching of physical science in Lesotho: *Perspectives in Education*, 36(1): pp.111-127.
48. Jita, T., 2018. Exploring pre-service teachers' opportunities to learn to teach science with ICTs during teaching practice: *Journal of Education*, 71
<https://journals.ukzn.ac.za/index.php/joe>.

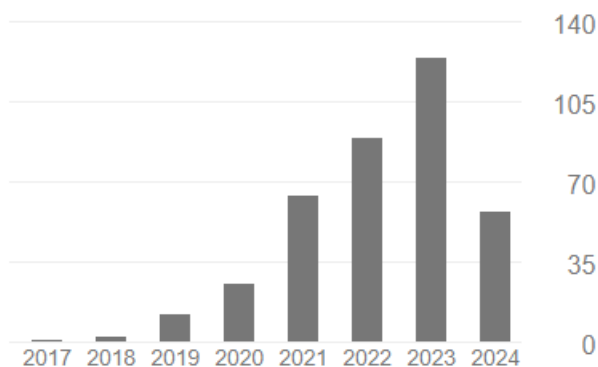
Book Chapter

49. Jita, T. and Dhlwayo, A., 2024. Narratives of Teacher Educators on the Integration of Information and Communication Technologies to Prepare Pre-service Teachers in Specific Subjects. In *Global Perspectives on Teaching with Technology* (pp. 60-74). Routledge.

Google Scholar H-Index: 10

Cited by

	All	Since 2019
Citations	383	377
h-index	10	10
i10-index	11	11



J. Contact details of three referees:

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College of Education Studies
University of Cape Coast, Cape Coast, Ghana
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Prof Agnes Chigona (PhD)
Associate Professor
Cape Peninsula University of Technology
chigonaa@cput.ac.za

Prof L.S. Spencer, Ed.D.
Clinical Instructor and Program Co-Coordinator
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