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Technology for Collaborative Online International Teaching: Barriers and Proactive Strategies

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ABSTRACT

The study explores the use of technology in co-teaching and the proactive measures to overcome implementation challenges in collaborative online teaching in teacher education. Despite considerable benefits regarding engagement and learning outcomes in collaborative online international teaching, its successful implementation is often hindered by various challenges. The paper explores proactive strategies to address the key obstacles in harnessing technology for collaborative online international teaching in teacher education at the university of technology. Data was gathered through qualitative approach using semi structured interviews. The study relies on Connectivism learning theory as its primary analytical framework. The participants were four lecturers who collaborated online to teach Education modules at the third-year level. A thematic analysis of their experiences identified important barriers and proactive strategies, emphasizing the necessity of technology readiness, institutional support, and collaborative planning. The study demonstrates how proactive planning, and technological advancements can overcome these challenges and create more dynamic, inclusive, and productive international teaching settings by highlighting best practices. The study contributes to a growing discourse on digitally-mediated global education and advocates for contextually responsive planning to enhance collaborative online international teaching from a holistic African perspective.

Keywords: Co-teaching; Collaborative online international learning; teacher education, technology