Connectivism Theory: Exploring its Relevance in Informing Lesotho's Integrated Curriculum for Effective Learning in the Digital Age

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ABSTRACT

At present, the world is immersed in technology which seems to alter people's way of life and how people learn. While traditional learning theories seem insufficient to explain how technology and the proliferation of information could be manipulated for effective learning, Connectivism theory emerged to salvage this insufficiency. Different countries around the globe are also occupied with reforming their curriculums to address contemporary issues. The study, informed by technology adoption model, deployed qualitative content analysis to investigate the degree of alignment between connectivism theory and Lesotho's integrated curriculum for effective learning in the digital age. Document analysis was used to analyse the pedagogy section in CAP in order to identify principles and objectives that overlap with the major principles of connectivism. The findings indicated that to a large extent, connectivism and Lesotho's integrated curriculum principles overlap. However, Lesotho's integrated curriculum shrinks in explicitly guiding how technological skills could be promoted. It was therefore recommended that technology and digital tools should be integrated into the curriculum to enable students to engage in networked learning. In addition, there should be training of both teachers and students on ICT and network learning environments to enhance students' learning.

Keywords: Connectivism Theory, Digital Era, Effective Learning, Lesotho's Integrated Curriculum.

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I. INTRODUCTION

There is now a broad consensus that the world is undergoing drastic revolution. As a result, countries across the globe apparently face a compelling need to re-evaluate their perception on the roles of teachers and learners in ensuring effective and relevant learning that aligns with the predominating challenges and opportunities stemming from technology (Malik, 2018). Along the same lines, Mokhets'engoane and Pallai (2023) confirm that by the reason of technology expansion in education sectors, schools are extremely confronted with embracing technology and integrating it in teaching and learning for effective learning in the digital era. Furthermore, these researchers cite lack of technological incompetence among teachers as a worrisome leading impediment to the acceptance of technology in schools. These sentiments are convincing on the basis that a teacher who is oblivious of technology affairs will constantly avoid engaging learners in learning through technology. On logical grounds, this situation calls for an urgent resolution such as encouraging teachers to update their skills for development of survival skills among learners especially the technological skills which are indispensable for effective learning in this digital era.

While the world was convinced that the digital age poses unending challenges, it became imperative for Member States of United Nations (UN) to endorse the 2030 Agenda for Sustainable Development which comprises of a set of 17 goals. The major aim of this Agenda is to foster mitigation of various social, economic, and environmental challenges and promote sustainability in a comprehensive and integrated way. Among Sustainable Development Goals (SDGs) that countries are mandated to accomplish is the SDG 4 with its corresponding seven targets which aims to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2017, p.10). To better understand the insights of SDG 4, Stabback (2016) tried to unpack this goal and it was revealed that SDG 4 put the accent on a need for a quality curriculum which "enables students to develop knowledge, skills and values, capabilities and competencies to lead meaningful and productive lives" (p.8). Stabback's elucidation of what makes a quality curriculum is consistent with UNESCO's (2015) position that a quality curriculum must be relevant, up to date, socio-economically prosperous, equitable, and inclusive, learner-centred, and friendly, open and flexible as well as coherent and consistent.

In line with the concept of quality education as conveyed in SDG 4, United Nations (UN, 2019) highlighted an

inspiring matter that there is a perceptible progress by countries towards achieving SDG 4. Lesotho is not an exception in the view of the fact that among some initiatives for quality education, it has developed Education Sector Plan (ESP) 2016–2026 framework which succeeded Education Sector Strategic Plan 2005-2015. Both plans have emerged as powerful platforms aimed at guiding the country in ensuring access to quality education. As communicated in the framework, Lesotho endeavours to "ensure access to inclusive relevant education" (Ministry of Education and Training, [MoET], 2016). Given this aim, there is no doubt that Lesotho as a signatory of UN subscribes to effective and relevant learning of all learners which focus on education that develops global citizenship skills, knowledge, values, and attitudes which are necessary for survival of students in the digital age. To justify the effort Lesotho has made towards quality education, Lesotho reformed its curriculum to be congruent with SDGs in developing global citizens (Nko, 2021). This initiative by Lesotho follows Selepe's (2016) elucidation that some countries resort to curriculum reforms as a navigator in ensuring sustainable development.

To further understand the curriculum reforms in Lesotho, Moea (2022) illuminates that the recent curriculum reform in Lesotho marks only one from several preceding attempted reforms that shroud the countries' education history. In a comment on Lesotho's curriculum reforms, Moea remarked that, "Lesotho's education system has been and is, like other countries', undergoing a drastic curriculum metamorphosis" (p.1). This articulation seems to support the argument that Lesotho has undergone several curriculum reforms which were aimed to address the country's needs at different epochs. Up to now it is indisputable to denote that, several studies have confirmed that Lesotho's latest curriculum reform which led to the development of the Curriculum and Assessment Policy (CAP) represents a shift in paradigm (Raselimo & Mahao, 2015; Mokotso, 2020). That is, the teaching and learning has shifted from emphasis on memorization of content to a pedagogy which engages students actively in their learning process. It is therefore substantial to avow that the development of CAP is one evident that solidifies the view that Lesotho has made a progress towards achieving SDG 4.

In as much as Lesotho is making a noticeable progress towards access to quality education and lifelong learning as envisaged in CAP, UN (2019) and Nko (2021) opined that there are barriers that threaten the accomplishment of the goals of CAP. Some of these barriers include lack of infrastructure in schools, low or lack of Information and communication technology (ICT) skills, limited digital connectivity and computers. In a context such as this, where a myriad of challenges jeopardizes the achievement of the goals of CAP, a much-debated question is whether the theories that underpin the teaching and learning processes envisaged in CAP are compatible with the technological and skill demands in this context of the 21st century-a digital age. While it seems necessary for this concern to be mooted, Hendricks (2019) asserts that some educational theories such as behaviourism, cognitivism and constructivism which are often utilized to create the instructional environment were developed in the past before the flux following the influence of technology and proliferation of information. Admittedly,

these theories are irrelevant in informing the pedagogy for the development of skills, attitudes, and values indispensable for survival in this era.

Building on the view of Hendricks (2019) about the limitations of traditional theories, Hussein (2020) asserts that some of the traditional theories especially behaviourism seems to render learners as passive and promoting rote learning. The argument against this theory's premise rest on the fact that, this theory is incompatible with the present 4th industrial revolution as it denies students an opportunity to develop survival skills. Furthermore, theories such as constructivism and cognitivism are playing a vital role in promoting 21st century skills such as critical thinking, collaboration, and knowledge construction among others. Nevertheless, their inherent limitation is that they emphasize live interaction between learners and their instructors. Overall, these limitations corroborate Siemens' (2005) contention that traditional theories emphasize face-to-face learning and neglect the learning that is stored and manipulated through technology. Evidently, these limitations of traditional theories pose a serious concern as far as access to quality education is concerned in this era where the world has drifted to technology as a branch of advancing knowledge construction (Hendricks, 2019).

Moreover, Milligan (2006) propounds the view that the advances in technology such as the internet, artificial intelligence, robotics among others has led to the development of new theories on the basis that learning could occur through manipulation of technology within networks. It is because of this advancement of technology that led to the emergence of connectivism as a theory which emphasizes the role of digital technology in learning. In fact, this theory signifies a paradigmatic shift that decentralizes information so that it could be accessed by everyone everywhere for the learning process (Hendricks, 2019; Ayanwale *et al.* 2023). Evidence borne out by various scholars is that, central to connectivism is the fluidity of knowledge which is not restricted to context but accessible through social and online interaction. This description of connectivism theory seems to solidify Siemen's (2005) stance that connectivism is a learning theory compatible to the digital age since it holds that knowledge could also apply through different databases and networks. More importantly, these different domains of knowledge recognised by connectivism infer the development of skills, values, and attitudes necessary to achieve sustainable development.

A. Statement of the Problem

This study is set to expound the nexus between connectivism theories and effective learning in the 21st century. One important factor put forward by Simens (2005) is that connectivism could promote learners' autonomy and self-directed learning since learners are at liberty to navigate through various networks in creating their knowledge. Despite the benefit of connectivism to foster the outlined key competences including collaboration, critical thinking and lifelong learning skills among others, there is no research, if any, there is limited research which investigates the extent to which connectivism theory is relevant in informing Lesotho's integrated curriculum for effective learning in the digital age. Therefore, this study sought to bridge this knowledge gap.

B. Research Objective

To investigate the principles of connectivism theory and their relevance to Lesotho's integrated curriculum in the 21st century.

II. REVIEW OF RELATED LITERATURE

A. Connectivism Theory

Certainly, the world today is surrounded and immersed in technology which has influenced the way people interact with each other and more especially how people learn. This situation only gets worse as it poses challenges to education systems which were built based on industrial not on digital era (Kamenetz, 2010). It is important to remark that an initiative of Siemens and Downes to develop connectivism theory is premised on such misalignment between education systems and the 21st century context (Goldie, 2016). Basically, the essence of both Siemens and Downes' argument is that learning theories such as behaviourism, cognitivism and constructivism were developed prior to the influx of technology. Consequently, the current advancement of technology and teaching technologically savvy students is posing many challenges on the traditional theories since their underlying principles inadequately serves the needs of the 21st century learning environment (Siemens, 2005).

Given the centrality of the situation of traditional theories in today's digital learning environment, a sober analysis of this situation would align with the view of scholars that connectivism is a theory for the digital era (Siemens 2005; Ayanwale *et al.*, 2023; Hendricks, 2019). Contrary to traditional theories such as cognitivism, "which is characterised by individualised, self-paced learning, includes little if any peer-to-peer interaction" (Mallon, 2013, p.19), connectivism deems technology as a major part of the learning process. To further comprehend how learning is apprehended by connectivism, it is important to indicate that connectivism illuminates learning as the connection of information in the learning community. In other words, knowledge is built from students' ability to create networks across the nodes. According to Siemens (2006) these nodes include books, webpages, and people. This description about connectivism lend support to a commonly held view by scholars that connectivism signifies a paradigm shift from traditional face-to-face learning communities to open-virtual learning. The practical implication of open virtual learning is that information could be accessible from different sources and makes learning more learner-centred to enable the promotion of myriad of skills such as decision making, collaboration and information finding which are indeed necessary in the 21st century.

Furthermore, it had been stressed by scholars (Downes, 2012; Siemens, 2005)) that connectivism supports learning which involves connections or interaction between two or more nodes. These sentiments are suggestive to the possibility of the networking that students could make across different sources of information and collaboration with others in a knowledge creation process. Equally important is the fact that during the learning process, students do not only consume knowledge but also share knowledge to others. Being the fact, this cyclical process which describes learning

provide ample evidence to suggest that connectivism considers students' prior knowledge as essential in learning. It is quite clear from both Hendricks (2019) Siemens's (2005) articulation that connectivism comprehend a teacher's role as one who exposes students to diverse networks available in the community and from technology to produce an autonomous lifelong learner.

B. Lesotho Integrated Curriculum

For a long time, there has been concerns about the type of education offered in Lesotho. Evidence borne out by research claim that Lesotho's education has constantly failed to serve the needs of the nation. In 2009, Lesotho through the Ministry of Education and Training (MoET), published the Curriculum and Assessment Policy (CAP) which is meant to transform the teaching, learning and assessment so that it addresses the needs of the country (Khechane, 2016). The elucidation submitted by Raselimo and Mahao (2015) is that CAP is meant to minimize the negative influence of the examinations which was basically predominant of summative assessment. Consequently, the teaching and learning pressed for memorization of content with the purpose of retrieving to meet the requirement of the examinations.

Furthermore, Ralebese (2018) contents that CAP was developed while Lesotho faces issues of unemployment, poverty, climate change, soaring of HIV and AIDS infection and growing numbers of households headed by children. Contrarily, the old curriculum disregarded these issues due to the teacher-centeredness of the pedagogy which was incapable of developing skills, values, and attitudes relevant for addressing the prevailing socioeconomic issues (Ministry of Education and Training [MoET], 2009). As it stands, CAP ensures holistic development of a child. In fact, it seeks to empower learners so that they could be successful citizens on the 21st century.

C. Assessment in CAP

As it had been stated, assessment in CAP deviates from that in the old phased out curriculum which was incapable of assessing what students really could do and know (MoET, 2009). To curb the bad influence of summative assessment, CAP broadened the modes of assessment which included Assessment for Learning (AfL), remediation and monitoring of education progress in the form of continuous assessment (CASS). Unlike the pen and paper assessment which focused on testing students' cognitive attainment, the introduced assessment modes emphasise on testing students' different abilities. It is worth noting that recently, scholars vouch for AFL on the basis that that it provides feedback which is meant for effective learning and successful achievement of the curriculum goals (Shepard, 2005; Kippers *et al.*, 2018).

D. The Organisation of CAP

The organisation of the current curriculum in Lesotho no longer views subjects as compartmentalized but as an integrated whole. As explicated by CAP, the concept of integration is, "a holistic view and treatment of issues related to intelligence, maturity, personal and social development of the learner for survival purposes and economic development of the nation as opposed to the compartmentalized subject-based form of instruction" (MoET, 2009, p.15). As further explicated in CAP, the integration in this case implies that the

teaching and learning process is flexible to recognise learners' daily experiences and utilise it. Along similar lines, Beane (1995) accentuates that the integrated curriculum could refer to the "problems, issues and concerns posed by life itself" (p.616). In fact, integrated curriculum refers to the organization of the curriculum around realistic problems without considering subject area lines. Among principles that guide an integrated curriculum, Kaphe (2017) indicates that firstly; learning involves engaging learners in meaningful activities. Secondly, knowledge is applied in an integrative mode. Lastly, learners should be engaged actively in the learning process to develop critical thinking and other related skills.

In alignment with the principles of integrated curriculum as highlighted by Kaphe (2017), CAP is firm that it seeks to provide relevant education which addresses real life issues. That is the reason it holds, "curriculum should strive to endow learners with skills, attitudes and values such as creativity, critical thinking, and initiative working with others, willingness to learn in order to promote personal and social development" (MoET, 2009, p .14). To accomplish the highlighted educational goal, MoET (2009) further indicates that the policy identifies five learning areas, which chunks from each subject will contribute. These learning areas act as mechanisms in ensuring that education addresses real life issues and develop relevant key competences. These learning areas are: Linguistic and Literary, Numeral and Mathematical, Personal, Spiritual and Social, Scientific and Technological, and Creativity and Entrepreneurial (MoET, 2009).

E. Pedagogy of the Lesotho's Integrated Curriculum

The integrated curriculum represents a shift from teacher – centeredness to learner- centeredness pedagogy. Unlike the old curriculum which endorses power on a teacher as the sole source of knowledge, CAP encourages teaching and learning methods which engage learners (Selepe, 2016; Raselimo & Mahao, 2015; MoET, 2009). Contrary to the pedagogy in the old curriculum which renders learners as recipients of knowledge transmitted by a teacher, CAP encourages that students should be hands on in the knowledge creation process. In fact, their learning is not predominant on memorisation but in analysing, synthesizing and application of information to address real life challenges. Furthermore, CAP encourages that teachers should be facilitators to the learning process. That is, they should ensure conducive environment which will foster the learning process. Based on this description on the roles of both a teacher and students, one would concur with Kaphe (2017) that CAP is more aligned with Piaget's (1964) constructivism theory which holds that a teacher should be a facilitator in ensuring that the learning environment could enable assimilation and accommodation of new concepts for the learners.

It had been indicated that the policy organised the curriculum into five leaning areas to deal with life issues. Being the fact, teaching and learning in the integrated curriculum must target the development of key competences needed to address life challenges. These competences include: effective and functional communication, problem-solving, scientific, technological, and creative skills, critical thinking skills, collaboration and co-operation, functional

numeracy and learning to learn (MoET, 2009). It is necessary to indicate that the integrated curriculum which Lesotho has implemented enables a teacher to be flexible to use knowledge within and across subjects in order to develop a holistic understanding of the key concepts. This idea of interdisciplinary approach is commended on the basis that it enables the transfer of skills, and knowledge across the boundaries of the disciplines. Therefore, the benefit of this approach is that it will address the contemporary issues Lesotho faces.

F. Integration of Technology in the 21st Century Classrooms

Many scholars are agreeable to the fact that technology has become an increasingly important part of the modern classroom in the 21st century. In fact, the 21st century classrooms are meaningless without the use of technology. This is because the classrooms are confronted with technologically savvy students. In the words of Moea (2022), todays classrooms have two types of generations; the generation Alpha and the generation Z. Briefly, these generations are considered as digital natives, viz, they cannot imagine life without the use of technology and social media. This is the kind of generation we have in classrooms today and for them, effective teaching and learning is about integration of technology in the classroom (McCrindle Research, 2019).

With technology in teaching and learning, teachers create more engaging and interactive learning experiences for their students. To exemplify this, teachers utilize multimedia content such as videos, games, animations, and interactive simulations to better simply complex concepts to the students. Apart from learners' engagement, technology has made collaboration among students and teachers easier and more effective since online platforms such as Google meet, zoom among others enable students to work together and share ideas at the comfort of their homes anytime. This view is supported by Sadiku et al (2018) that with technology there is more flexibility as students learn conveniently in their comfort zone.

Mokhets'engoane and Malunguja (2021) further opine that technology is vital as lessons can be recorded and at a later stage be replayed so that students who were not able to access the internet at that time will get the opportunity to listen to the recording of the lesson. This is one of the opportunities which cannot be found in the normal face to face teaching. Traphagan *et al.* (2009) and Phillips *et al.* (2011) suggest that access to recorded lessons improve the learning process effectively.

In addition, UNESCO (2021) highlights that technology has enabled teachers to personalize learning experiences for each student based on their needs, interests, and learning styles. This implies that technology caters for the individual differences of the learners since with different online resources and educational apps and games, learners learn at their own pace and rate. Fundamentally, technology allows learners to access information from anywhere in the world through online libraries, networks from other schools, and educational websites. With this, therefore, learning in the 21st century becomes more accessible and efficient.

Overall, most researchers are in one accord that technology has become a critical component of modern education and as thus, teachers of the 21st century are mandated to integrate technology in their daily teaching in order to make learning interesting.

III. METHODOLOGY

The current research adopted a qualitative content analysis (QCA) to establish the extent to which connectivism theory aligns with the objectives and goals of the Lesotho's integrated curriculum and to evaluate how such relevance could improve learners' engagement and performance. Roller and Lavrakas (2015) define qualitative content analysis as "the systematic reduction of content, analysed with special attention to the context in which it was created, to identify themes and extract meaningful interpretations of data" (p. 232). This approach is suitable for this study as it will enable the researchers to analyse goals of CAP to determine their relevance to the principles of connectivism theory.

To generate data, document analysis (DA) was employed on CAP. Makumane and Ngcobo (2021) argue that DA is rich in data, therefore this method will be applied on certain sections of CAP which deal with pedagogy and assessment. However, researchers will refer to other sections of CAP in validating the argument presented. The major motivation behind sampling the pedagogy and assessment section are based on Raselimo and Mahao's (2015) assertion that documents are helpful for researchers to reveal meaning from the texts. Therefore, the section on pedagogy and assessment were chosen on basis that they entail principles which could align to connectivism theory.

For data analysis, the study adopted qualitative data analysis approach. Data analysis "involves organizing, accounting for and explaining the data, which means making sense of the data in terms of the participants' definitions of the situation, noting patterns, themes, categories and regularities" (Cohen, Manion & Morrison, 2007, p.461). In this regard, the researchers analysed the content of CAP and connectivism theory to identify common themes. This provided inside on whether connectivism is relevant to Lesotho's integrated curriculum for effective learning in the digital era.

IV. FINDINGS

A. Relevance of connectivism theory to Lesotho's integrated curriculum

When evaluating the relevance of connectivism theory with Lesotho's integrated curriculum (LIC), the most striking results from data is that connectivism emphasizes that learning may reside in non-human appliances (Simens, 2004). Interestingly, this principle resonates with another principle which claims that connectivism emphasises the use of technology in the learning process. This theory emphasizes the use of technology to connect students with different resources and people who could help in the learning process. It recognises the leaning using smart phones, computers, televisions, and electronic boards.

Similarly, LIC recognizes the importance of incorporating technology in the teaching and learning process. As indicated in CAP, technology is becoming a major contributing factor for economic emancipation in Lesotho. Therefore, CAP vouches for education that develops technological skills to learners so that they respond to individual and social skills (MoET, 2009).

The analysis further reveals that connectivism theory views learning as a process of connecting specialized nodes (Simens, 2005). In other words, learners ought to create connection to information sources such as people, peers, experts, and technology devices. It could be argued that this principle overlaps with LIC concept of interdisciplinary learning. As conveyed in CAP, "knowledge production and problem solving is interdisciplinary, seeing life as an integrated whole with no distinctive compartments as reflected by various disciplines of knowledge" (MoET, 2009:12). In other words, LIC encourages students to use of knowledge from different field of studies. In addition, students are encouraged to use their life experiences in the learning process (MoET, 2009). Both connectivism and LIC seem to acknowledge the importance of collaboration in the learning process which is one of the prominent key competences targeted by LIC for students' survival in the digital age.

It is also imperative to note that connectivism emphasizes the importance of nurturing and maintaining connections for facilitating continual learning (Simens, 2005). Connectivism seems to support learning which gives students authority in the knowledge creation process. It opposes the indoctrinatory teaching which renders a teacher a source of knowledge but advocates for facilitatory teaching which is consistent with the ideas of Vygotsky (1978) who views a teacher as a facilitator of learning. In the same vein, integrated curriculum is learner-centred. In fact, it encourages that learners should take responsibility of their own learning process so that they could be critical thinkers and problem-solvers (MoET, 2009). Problem-solving and critical thinking skills which are advocated by both LIC and connectivism are crucial for effective learning in the 21st century as students are not equipped to be smart in memorization, but to be problem-solvers in addressing contemporary issues of concern prevailing in Lesotho (Kurata, Mokhets'engoane & Selialia, 2022b)

It is crucial to note that, as per Siemens (2005), among skills that are advocated by connectivism, some of the core skills include ability to see connections between fields, ideas, and concepts. This skill encourages that students should be able to connect to different sources of knowledge to weave a tapestry of knowledge. Undoubtedly, connectivism seem to share similar traits with Bandura Social Learning Theory which supports learning from observation and interaction with others (Zhou & Brown, 2015). This is like the integrated curriculum's focus on activity-centred and interactive methodologies that encourage students to be active in creating knowledge. The learners-centred methodologies encouraged by CAP embrace informal learning which happens outside traditional educational structures. Knowledge gained from such diverse source is integrated in the learning process in promotion of both personal and social development (MoET, 2009).

The analysis also reveals that connectivism holds that capacity to know more is more critical than what is currently known (Simens, 2005). In fact, connectivism stresses the importance of being able to access knowledge rather than relying on memorizing information. As it is further expounded by Simens, knowledge evolves over time, what could be correct today could be wrong tomorrow. As a result, it is important for learners to access up-to-date information, make informed decisions, think critically, and make connections rather than relying on what is already known and irrelevant to today's context. Similarly, LIC advocates for up-to-date information. This is reinforced by a statement in CAP that education should ensure "survival of a learner, not only in his/her daily school routine but also as a member of a broad community life, today and tomorrow, locally and globally" (MoET, 2009, p. 4). The implication is that CAP guarantee that students are equipped with necessary skills to face challenges today and tomorrow. Indisputably, reliance of static information which seeks memorisation is not compatible in the 21st century where the world is changing so rapidly and imposing various challenges which need new skills. It is for this reason CAP emphasizes a pedagogy which shift from "transfer of facts to student construction of knowledge; from memorization of information to analysis, synthesis, evaluation and application of information; from knowledge acquisition to development of knowledge, skills, values and attitudes" (MoET, 2009, p. 4).

V. CONCLUSION AND RECOMMENDATIONS

This study sought to analyse the Lesotho integrated curriculum to establish whether it aligns with the principles of connectivism theory and how such relevance is effective in enhancing learning in the 21st century context. Even though CAP document has different sections one could focus on, the researchers focused on the pedagogy section for as it entails information on the intended teaching and learning. Other sections of CAP were cited for the sake of supporting the arguments raised in the paper. There is available evidence from the results which supports the fact that connectivism is a relevant theory for Lesotho's integrated curriculum.

From the findings, it appears that both connectivism and LIC recognises and advocates for empowering learners with technological skills for effective learning. The conclusion that can be drawn from the relevance of the two approaches is that there is hope for CAP to achieve its goal of shifting from teacher-centred to learner-centred pedagogy as connectivism encourages learning in a networked environment. The recommendation is that technology and digital tools should be integrated into the curriculum to enable students to engage in networked learning as supported by connectivism theory. This could be through promoting collaborative learning, providing internet to schools, and incorporating digital tools into the curriculum for students to develop digital literacy which is needed in the 21st century.

Another major finding was that LIC converges with connectivism on giving students opportunity to in their learning process. This signifies the facilitating process which a teacher is entitled to perform. Based on this, it is therefore concluded that connectivism is consistent with the goals of LIC that teaching should shift from didactic teaching to participatory teaching which seems to endow learners with core competences including problem solving, collaboration, technological skills among others (MoET, 2009). Notwithstanding the fact that CAP encourages the development technological skills which is also supported by connectivism, such promotion of could be so challenging especially in the context of Lesotho. As argued by several scholars (Makafane & Chere-Masopha, 2021; Mataka *et al.*, 2020; Sepiriti, 2021) factors such as unavailability of electronic learning (e-learning) devices and lack of skills from both teachers and students on the use of e-learning devices hampers with successful integration of technology in the classrooms. It is therefore recommended that there should be training of both teachers and students on ICT and network learning environments to enhance students' learning. In this case, the facilitating task of teachers would be effective as teachers would be able to guide students realize networks and be able to maintain them.

CONFLICT OF INTEREST

Authors declare that they do not have any conflict of interest.

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