

Editorial: Reviewing models, policies and practices

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Welcome to Volume 7 Issue 3 of the International Journal of Education and Development using Information and Communication Technology (IJEDICT) – the last issue of 2011.

IJEDICT concentrates on articles concerned with the adoption and evaluation of knowledge tools and resources, especially in developing contexts. This issue brings articles from or about Australia, India, Malaysia, Netherlands, Omani, sub-Saharan Africa, and Tanzania.

In this issue of IJEDICT, Arumugam Raman reports the findings of perceived usefulness and perceived ease of use on the extent of computer usage among a group of full time Bachelor of Education undergraduates at the College of Arts and Sciences, University Utara Malaysia. In the article “The usage of technology among education students in University Utara Malaysia: an application of extended Technology Acceptance Model”, the author reports that perceived usefulness, perceived ease of use, and subjective norm were positively related to computer usage.

Access to multimedia has provided an opportunity to present multiple representations of key content areas using a combination of text, video, aural and interaction to cater more effectively for different learning styles and modal preferences. In their article “The Impact of Multiple Representations of Content using Multimedia on Learning Outcomes across Learning Styles and Modal Preferences”, M.D. Sankey, D. Birch and M.W. Gardiner present the findings of an experiment to measure the impact of multiple representations on learning outcomes, including student learning performance and engagement. While in this pilot study multiple representations of content did not lead to a significant improvement in learning performance, students perceived that the multimodal learning elements had assisted comprehension and retention of the material.

Alcuin Mwalongo examines “Teachers’ perceptions about ICT for teaching, professional development, administration and personal use”. Data were collected through an online survey using SurveyMonkey and postings generated from the researcher’s blog. Results indicate that teachers did not use ICT to radically change their pedagogical practices, but rather to sustain their traditional practices. Future research could focus on classroom observations to ascertain the actual use of ICT as data for this study have solely depended on self-reports; and the role of school leadership for integration of ICT in the teaching-learning process needs to be examined.

“An approach to modeling ICT educational policies in African countries” by I. Y. Zlotnikova and Th. P. van der Weide, aims at creating a model of an ICT educational policy for sub-Saharan Africa. They identified the components of an ICT educational policy, country-related parameters, and the links between these, to make the model of an ICT educational policy. Then the proposed model was elaborated using the data-mining technique called Formal Concept Analysis. This research provides a framework for developing and improving ICT educational policies in these countries, as well as a tool for evaluation of ongoing ICT educational projects and success forecasting of future projects.

Research has indicated that Hole In The Wall Education Limited (HiWEL) learning stations provide an opportunity for children to pick up necessary skills to operate a computer and self-instruct themselves to learn new things on their own. In the article “Indian adaptation of Motivated Strategy Learning Questionnaire in the context of Hole-in-the-wall”, Ritu Dangwal and Suman Gope attempt to find out whether school-going children who are exposed to the HiWEL learning station are higher on self-regulatory behavior as compared to school going children who are not exposed to HiWEL learning station. Though, this study is exploratory and is a smaller part of a larger study, yet the results are very encouraging and point in the direction that HiWEL learning station plays a vital role in enabling children to become self-regulated learners.

The article by Lay Wah Lee and Hui Min Low reports on “Developing an Online Malay Language Word Corpus for Primary Schools”. This online system contains the common words that occur in the Malay language textbooks used in Malaysian schools and the related linguistic information. The targeted users include regular teachers, special education teachers, pre-service teachers, parents, researchers and interventionists. Users could conduct word search according to six primary linguistic features, which include frequency of occurrence, word length, phoneme length, number of syllable, type of syllable and word category. The listing of words according to these linguistic features allow the users to choose linguistically appropriate and culturally relevant words for the purpose of education and research involving young Malay-speaking children in Malaysia.

In “Reviewing the literature of computer-supported collaborative learning (CSCL) to determine its usefulness in Omani education development”, David Porcaro focuses on how CSCL and knowledge-building pedagogies contribute to global knowledge economies, and more specifically how this applies to Omani education. This article concludes with a brief overview of an educational design research study to introduce CSCL into a pre-service education technology course at Sultan Qaboos University (SQU) in Muscat, Oman, of which this literature review plays a part.

As always, the emphasis in IJEDICT is on providing a space for researchers, practitioners and theoreticians to jointly explore ideas using an eclectic mix of research methods and disciplines, and we welcome feedback and suggestions as to how the journal can better serve this community.

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