Editorial: Surveying perceptions, uses and usage of ICT in education

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Welcome to Volume 8 Issue 1 of the International Journal of Education and Development using Information and Communication Technology (IJEDICT) – the first of three issues for 2012.

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 Brunei, France, Ghana, Jordan, Nigeria, Saudi Arabia, Spain, Wales, and Zimbabwe.

In this issue of IJEDICT, Samuel Utulu and Ayodele Alonge report on the "Use of mobile phones for project based learning by undergraduate students of Nigerian private universities". Data were collected from 750 undergraduates students distributed across the three selected private universities in southwestern Nigerian states. The results showed that a significant percentage of the students studied had mobile phones and that they used their mobile phones for communication, interactions, getting information, browsing the Internet, and sharing knowledge anytime they were involved in PBL.

In their article, "Effects of electronic information resources skills training for lecturers on pedagogical practices and research productivity", Crispen Bhukuvhani, Blessing Chiparausha and Dorcas Zuvalinyenga report on an investigation of 30 lecturers after being given library information literacy training. Results indicated the lecturers used at least one or more electronic information resources to find information for use for their teaching and/or research. The authors express the need to mount more and frequent electronic information resources training workshops.

"A preliminary study of school administrators' use of information and communication technologies: Bruneian perspective", by Afzaal Seyal, surveyed 96 Bruneian primary schools administrators (principals) in using ICT. The school administrators use ICT for administrative purposes, but the use of technology across the curriculum is still at infancy stage. The study has found some major reasons for the lack of use of ICT across curriculum. Based upon the analysis some recommendations are made for the relevant authorities of the Ministry of Education, Brunei Darussalam.

In their article "A Delphi study on Technology Enhanced Learning (TEL) applied on Computer Science (CS) skills", Marcela Porta, Marta Mas-Machuca, Carme Martinez-Costa and Katherine Maillet, report on three-rounds of online survey questions, given to 17 TEL experts from different European countries. The results showed that these experts consider TEL an effective and interesting support to acquire CS skills. Furthermore, the findings revealed the five best tools in TEL to acquire necessary CS knowledge. Future research can provide a guideline to implement effective TEL tools in CS studies.

In the article "The impact of computer assisted grammar teaching on EFL pupils' performance in Jordan", Abdallah Abu Naba'h, discusses the results of a study of 212 secondary pupils. The

study revealed that: there were statistically significant differences between the pupils' achievement mean scores in grammar attributed to the instructional method of teaching; and, there were statistically significant differences between the pupils' achievement mean scores in grammar attributed to stream of study. In light of the findings of the study, it was recommended that English language teachers use computer assisted instruction in their teaching.

Michael Tagoe reports on his research on "Students' perceptions on incorporating e-learning into teaching and learning at the University of Ghana, which is based on the Technology Acceptance Model (TAM). The results show that students entered the university with computer skills which are critical to the introduction of e-learning; male students were more likely to use the internet than female students; there was a relationship between the length of time students have been using the internet and frequency of use of the internet; students preferred mixed mode and web supplemented courses in the immediate future than web dependent and fully online courses.

In their study – "Statistical evaluation of the impact of ICT on Nigerian universities" - Iwasokun Gabriel Babatunde, Alese Boniface Kayode, Thompson Aderonke Favour Bethy and Aranuwa Felix Ola used twenty-four performance indices in a questionnaire administered on forty five out of sixty three public universities. From the analysis, four factors were extracted: communication and feedback, study aid, processing and administration and management and relationship.

"Implementing e-learning in the Jordanian Higher Education System: Factors affecting impact", by Ahmad Al-adwan and Jo Smedley, explores the factors that influenced the development of learning through technology at two Jordanian universities, focusing on full-time staff and students. It considers the general attitude towards engaging in learning through technology with outcomes demonstrating that training and development is required prior to implementation to adequately support the learning transition. The organisational infrastructure often presents the greatest barrier to such developments.

In "Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature", Charles Buabeng-Andoh reviews personal, institutional and technological factors that encourage teachers' use of computer technology in teaching and learning processes. Also, teacher-level, school-level and system-level factors that prevent teachers from ICT use are reviewed.

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. The journal now has a sister publication in the form of an online newspaper – "IJEDICT Weekly News" – which is published every Thursday at: http://paper.li/f-1325685118.

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