

Editorial: ICT in education: Innovation, implementation, perceptions and experiences

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Welcome to Volume 11 Issue 1 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Australia, Botswana, Ghana, Hong Kong, Netherlands, Nigeria, Philippines, Saudi Arabia, Sweden, Tanzania, Uganda, and United Kingdom.

The article “Blended learning innovations: Leadership and change in one Australian institution” by Negin Mirriahi, Dennis Alonzo, Simon McIntyre, Giedre Kligyte and Bob Fox reports on the current experience of one higher education institution in Australia embarking on the path towards mainstreaming online learning opportunities. The threefold professional development strategies reported in this paper provide teaching staff with an opportunity to interact, mentor, and share knowledge with one another, alongside experiencing online and blended learning to effectively meet the challenge of improving the digital literacy of teaching staff and enhancing effective online and blended learning opportunities for students.

In their article “Evaluating the implementation of international computing curricular in African universities: A design-reality gap approach”, Salihu Ibrahim Dasuki, Peter Ogedebe, Rislana Abdulazeez Kanya, Hauwa Ndume and Julius Makinde employed the OPTIMISM concepts of the design reality gap framework to focus on the match or mismatch of implementing such curricula in a developing country setting. Their analysis shows that significant progress has been made, but that important gaps between design and reality exist, hence, challenges persist.

Sultan Albugami and Vian Ahmed investigated “Success factors for ICT implementation in Saudi secondary schools: From the perspective of ICT directors, head teachers, teachers and students”. Their results showed that ICT was perceived as an important tool in improving performance, collaboration, learning experience and learning outcomes. However, some challenges that affect the application of ICT in Saudi schools are, for example, the lack of space, resources, maintenance, a lack of ICT skills among school along with a lack in ICT training and a lack of clear ICT policies.

In the article “Community outreach projects as a sustainable way of introducing information technology in developing countries”, Irina Zlotnikova and Theo van der Weide propose a theoretical framework for the sustainable introduction of IT, comprising: (1) the model of a knowledge bridge, (2) the managerial model of the interactions between key stakeholders, and (3) the model of impact of a Community Outreach Project (COP) on target schools. The proposed models have been mapped to the widely adopted DPSIR framework used in sustainable development studies. As a case study, the authors discuss the E-readers Project run in two primary schools in Northern Tanzania.

In their article, Samuel Gyamfi and Patrick Gyaase assess “Students’ perception of blended learning environment: A case study of the University of Education, Winneba, Kumasi-Campus, Ghana”. The blended learning environment was designed on a Moodle platform using an

adaptation of the practical enquiry model. The findings showed positive perceptions of student on the blended learning environment. However, the problem of slow Internet connectivity and lack of Internet access for some of the students outside the university campus hindered the effectiveness of the blended learning environment for a few students.

Most e-learning activities are available to participants through learning systems such as learning content management systems (LCMS). In their article “MLCMS actual use, perceived use, and experiences of use”, Edgar Napoleon Asimwe and Åke Grönlund identify challenges pertaining to use and discuss how to improve LCMS use on mobile phones. Data were collected by means of focus group discussions, an online survey designed based on the Technology Acceptance Model (TAM), and LCMS log files of user activities. The results indicate positive attitudes towards use of LCMS on phones but also huge challenges which are content-related and technical in nature.

The article “Information and communication technologies to raise quality of teaching and learning in higher education institutions” by Chris Prince Udochukwu Njoku aims to help higher education teachers know, and be able to deploy, certain ICTs towards shifting from teacher-centred pedagogy to learner-centred instruction. It lists ICTs that can be used successfully in higher education, explains what they are, and shows how and evidence of use.

The literature review “Reviewing and constructing categories for educational technology professionals” by David Woo, highlights the tension between cohesiveness and incoherence in operationalizing categories of educational technology professionals. Literature on learning technologists, educational technologists, e-learning technologists, information and communications technology coordinators and information technology coordinators was analyzed through a multilevel model of comparative education to address to what degree these educational technology professionals are similar units of analysis.

“EmergingEdTech’s 2013 Free Education Technology Resources eBook” by Reynald Maravilla Cacho reviews a digital booklet of 15 chapters, mostly contributed and/or originally published as blog posts by teachers, education bloggers (via guest posting) and technology enthusiasts on EmergingEDTech.com. This free eBook provides an overview and access links to many free and non-free applications and resources on the Internet for teachers and students to use inside and outside the classroom for teaching, management and productivity purposes.

The journal has several sister publications (all free to read and subscribe):

- *IJEDICT Weekly News* – an online newspaper - <http://paper.li/f-1325685118>
- *ICT for Education and Development* - a daily, magazine style curation
<http://www.scoop.it/t/ict-for-education-and-development>
- *Communication, Education and Development using ICT* - <http://cedict.blogspot.com/>

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