Editorial: Out with the old and in with the new

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Welcome to Volume 14 Issue 3 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Bangladesh, Hong Kong, Indonesia, Jordan, Nepal, New Zealand, Nigeria, Philippines, Sri Lanka, Sweden, Tanzania, Uganda, UK, Zimbabwe.

The article by Samuel, Onasanya and Olumorin investigated the "Perceived usefulness, ease of use and adequacy of use of mobile technologies by Nigerian university lecturers". The findings revealed that university lecturers had positive perception toward the usefulness, ease of use and adequacy of use of mobile technologies. The study concluded that lecturers perceived mobile technologies to be essential and easy to use in facilitating research collaboration.

The lack of interest and negative attitude in learning mathematics have been described as one of the causes for the continuing poor performance of the subject in primary schools and beyond. For the study by Godfrey and Mtebe - "Redesigning local games to stimulate pupils' interest in learning numeracy in Tanzania - three games: Ruka Kamba, Manati, and Kombolela were developed using eXtreme Programming practices and elements of game design for learning. The study found that the majority of children indicated that the games are enjoyable, fun, and easy to play. Similarly, teachers indicated that the games had the content and skills necessary for improving numeracy skills both for self-learning and in the classroom.

The purpose of the study by Mutanga, Nezandonyi and Bhukuvhani - "Enhancing engineering education through technological pedagogical and content knowledge (TPACK): A case study" - was to establish the level of appreciation of TPACK among the lecturers and how they were integrating it in their teaching. The study concluded that engineering lecturers are competent in their knowledge about individual components of TPACK but not on the integration of these components for effective teaching besides them agreeing that it is important to have a balanced combination of knowledge with respect to content knowledge, methods, and technologies.

Students with hearing impairment (HI) face challenges in learning including accessing educational information electronically. The study - "Exploring assistive technology tools and e-learning user interface in Tanzania's vocational education institutions" by Kisanga, Wambura and Mwalongo - revealed challenges associated with poor communication with others, poverty of parents/guardian, unfavourable physical environment and shortage of hearing aids and special needs teachers. The findings also showed that the participants were not completely satisfied with the current e-learning user interface system and assistive technology tools.

The article "Academic Safety and Health (ASH) requirements for ICT usage by PhD students in developing countries: A case of University of Dar Es Salaam (UDSM), Tanzania and Makerere University, Uganda" by Masele and Kagoya examined universities' commitment towards safety and health requirements in computers usage by PhD students. The study found that although the universities had tried to improvise rooms with chairs and tables for the PhD works, little attention to ergonomics was paid. Reported risks and snags encountered include eye strains, sight fatigue, headaches, tension stress, limbs disorders including disk degenerative disorders.

In their article, Weeraratne and Chin tackle the question "Can Khan Academy e-learning video tutorials improve mathematics achievement in Sri Lanka?" Their study evaluates the impact of

Khan Academy (KA) video tutorials in a blended learning environment for ninth grade students in Sri Lanka. On average KA resulted in increasing students' raw and scaled test scores by several percentage points. The evaluation provides initial evidence that the use of KA would help Sri Lankan students in mathematics.

In their article "The Teachers' Portal as a tool for teachers' professional development in Bangladesh: Facilitating nationwide networking and digital multimedia content for 40,000 schools", Hansson, Sultana, Sarwar, Ahmed, Uddin, Saha, Rakibul Islam and Rafiqul Islam examine the benefits of using this Portal and associated challenges from teachers' perspective. The results suggest that teachers are motivated to use the Portal as its contents stimulate students' creativity and encourage students' active participation in classrooms learning. Besides, it empowers teachers in a number of ways. However, internet connectivity, slow Internet speed, power failure, technical issues, high cost of Internet and unavailability of equipment are found as major challenges.

Bataineh, Baniabdelrahman, and Bani Khalaf examined "The effect of e-mail and WhatsApp on Jordanian EFL learners' paraphrasing and summarizing skills". The findings reveal statistically significant differences in the participants' mean scores on the post-test in favor of those in the WhatsApp group, combined e-mail and WhatsApp group, and e-mail group, respectively. The findings also reveal that the treatment has a significantly higher effect of on paraphrasing than on summarizing. Several pedagogical implications and recommendations are put forth.

Policy by the government of Nepal emphasises the need to develop ICT competencies and suggests the use of ICT will transform traditional models of teaching to ones that are student-centred. In their article, Rana, Greenwood, Fox-Turnbull and Wise investigate "A shift from traditional pedagogy in Nepali Rural Primary Schools? Rural teachers' capacity to reflect ICT policy in their practice". The article argues that for policy to be realised in practice, more sustainable and comprehensive systems need to be developed to train teachers in ICT use and to provide them with necessary facilities.

The lack of reliable and efficient support services for students taking various blended programs has continued to be the main challenge for Universities in sub-Saharan Africa. In their article "Using a mobile application to support students in blended distance courses: A case of Mzumbe University in Tanzania", Shemahonge and Mtebe describe a mobile application developed to enable instructors to provide support services during learning process. The study found that the majority of instructors indicated that the developed application enabled them to provide promptly and effective technical and pedagogical support services to learners.

In their article, Oktalia and Drajati examined "English teachers' perceptions of text to speech software and Google site in an EFL Classroom: What English teachers really think and know". Their study aimed to investigate EFL teachers' perceptions toward the use of Text to Speech program in creating listening materials by using TPACK (Technological, Pedagogical, Content, Knowledge) model by involving Google Site as the media to deliver the listening material. The findings show that EFL teachers were positive toward the integration of Text to Speech program.

The study by Mwalongo examined "Student teachers' and tutors' perceptions of the use of online resources for promoting critical thinking" in three campuses of the University of Dar es Salaam, Tanzania. The findings suggest that the use of online resources is likely to promote critical thinking, especially if online resources are up-to-date, authentic, use a simple and clear language, and if a variety of them are used.

The introduction of a new IT application within an organisation represents change, and the acceptance of such change starts with the individual end users since they are the ones that often resist the newly introduced IT. In their study, Skoumpopoulou, Wong, Ng and Lo examined the "Factors that affect the acceptance of new technologies in the workplace: a cross case analysis between two universities" Their research showed that the staff at both universities have a high Behavioral Intention (BI) to use new technologies.

The study "Assessing the attitudes of secondary school teachers towards the integration of ICT in the teaching process in Kilimanjaro, Tanzania" by Mwila found that both male and female teachers had positive attitudes towards integration of ICT in their teaching process. Furthermore, it was reported that there is a relationship between a teacher's age group and attitudes towards integration of ICT in teaching process and learning process.

Social media came into existence as fun technology to connect with friends, but it has evolved to become a powerful tool for teaching and learning globally. The study by Odewumi, Yusuf and Oputa examine the "UTAUT Model: Intention to use social media for learning interactive effect of postgraduate gender in South-West Nigeria". The findings were that postgraduate students used Linkedin, Technorah, Blogger, Flickr, Myspace, Instagram, and had positive perception towards social media and its use for learning.

Mtega examined "The usage of radio and television as agricultural knowledge sources: The case of farmers in Morogoro region of Tanzania". Specifically, the study identified major sources of agricultural knowledge used by farmers; determined the potential of radio and television stations as sources of agricultural knowledge; investigated factors influencing and devised strategies to improve the accessibility and usage of these programmes.

This is the last issue of IJEDICT that I will edit. I started this journal in 2005, and now – 14 Volumes and 51 Issues later – it is time for me to hand over the reigns to someone else so that I can focus on new projects. Thank you to all the members of the Editorial Board for maintaining our international profile and standards; to all the members of the Review Board for helping to mentor new reviewers and maintaining the academic quality of IJEDICT; to all the members of the Peer Review Panel for providing the excellent reviews that enabled our authors to improve the quality IJEDICT content; and, a particularly big thank you to all our authors for making their hard work freely available to readers. The new Chief Editor starting in 2019 will be Denise Gaspard-Richards – the Director of Academic Programming and Development at the University of the West Indies Open Campus – and I know you will all show her the same support that you have given me for all these years. Have a great New Year!!!

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Chief Editor and Founder, IJEDICT

Original article at http://ijedict.dec.uwi.edu/viewarticle.php?id=2576