

## **Editorial: Facilitating Sustainable Digital Engagement in Teaching and Learning Practice and Administration of Schools and HEIs**

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Welcome to the second Issue of Volume 18. In this Issue we present articles from or about Nepal, India, Tanzania, South Africa, the USA, Zimbabwe, Malaysia, Iran, Pakistan, and Trinidad and Tobago. We continue the cross cutting theme of Issue 1 in this Volume, with facilitating teaching and learning during the COVID-19 pandemic and developing sustainable solutions for the future of teaching and learning in a post COVID-19 global education system and higher education environment.

### **Refereed Articles**

The articles in this section focus on evaluation and assessment of technology solutions in the education system and HEIs across a wide span of geographic locations including South Africa, India, the United States and the Caribbean. The introduction of pedagogical tools prompted by the pivot to online modes of teaching and learning in March 2020 and usage intentions post the pandemic are also explored in these articles.

#### *Co-evaluating a mobile educational tool for business education in Tanzania*

Our first article in this section is the second publication in a two part co-evaluation process of a mobile education tool at the College of Business Education (CBE) in Tanzania. **Godfrey Isaac Mwandosya, Calkin Suero Montero and Esther Rosinner Mbise** report on the findings of their mixed methods study which revealed that the mobile tool assisted the teachers and students with approaches to practical problems and that the participants found the tool useful for innovative teaching and learning. Importantly, the tool supported self-regulated learning (SRL) and the authors note the contribution the tool makes toward empirical applications of the four-cycle design science research approach.

#### *Use continuance of games based pedagogy post COVID-19*

Continuing the theme of using tools for integrating innovative tools in teaching and learning, this article incorporates a mixed method approach to identify the experience marketing educators had while incorporating Game Based Pedagogy (GBP) in the facilitation of marketing courses during the COVID-19 pandemic in India, and the determinants that would ensure continued use post the pandemic. **Mallika Srivastava and Mudita Sinha** report on findings that highlight the positive and negative experiences of marketing educators associated with GBP and discuss important determinants of their continuance intention.

#### *Video based feedback and graduate student self-regulating behaviour*

A key strategy to improve self-regulated learning is discussed in this article. **Avanelle Joseph-Edwards and Roger Edwards** examine student perceptions of screencast feedback and their learning behaviors following screencast feedback in an online graduate course at a university in Trinidad and Tobago. The authors report on findings that suggest students have positive perceptions of video-based feedback for value added to the online learning experience. The themes explored indicate the potential for improved intimacy, communication, and timeliness of screencast

feedback, and confirm preliminary research about the role video-based feedback plays in fostering self-regulated learning (SRL). The findings of this study have implications for the design and development of video-based cues and feedback messages and the promotion of SRL via instructor feedback.

*Piloting a technology enhanced supervision model for assessment of teaching practice*

In this article the authors report on an electronic supervision model that was developed for the teaching practice component of the science teacher training program by a university in Zimbabwe. **Misheck Mhishi, Isaac Gwizangwe and Crispen Bhukuvhani** report on the findings of a qualitative case study that explored participants' experiences and acceptance of the process. They conclude that the model has great potential for improving student teacher supervision, however there was need for partnering with cooperating schools to implement and offer training and support to both students and mentors for efficient and effective use.

*Assessing validity and reliability of a design rubric in an online course*

In an article that focuses on quality design of courses, authors **Fatima Makda and Reuben Dlamini** explore the gap between theoretical knowledge (theory) and practice (reality) in determining the effectiveness of the design of online courses for teaching and learning. They discuss what designers and instructors in online learning environments should collectively consider in terms of quality course design and whether a rubric developed as a design framework, needed further improvement. The authors assessed the rubric using three online courses and concluded that the rubric offered a framework to determine what components contribute towards quality design in online courses.

*Internet Addiction and Social Isolation among university students in Malaysia*

In this article we move away from the theme of using technological tools and associated strategies for improving online course design and teaching and learning. In a quantitative study of Internet usage and addiction among students, the authors of this article attempt to identify the relationships among gratification of using the Internet, Internet skill, Internet addiction, and social isolation among university students in Malaysia. In addition, they examined the mediating role of Internet addiction between gratification of using the Internet and Internet skill with social isolation, and the role of race and gender. Using Structural Equation Modeling **Toktam Namayandeh Joorabchi, Mohammad Saber Afshariyan and Ramin Armat** estimated that Internet addiction had moderating effects on gratification of using the Internet and social isolation. The moderation of race and gender was not supported in their analysis, and they found that females were more addicted and consequently more isolated from the society in comparison to males.

*Skills Development among Secondary School Students through Online Video Games*

Reporting on the findings of a study on the use of online video games among students in Nepal, **Rajendra Paudel & Karna Rana** analyse the student experiences of online video gaming and the perceptions of their parents on the contribution of gaming to the development of abilities for independent study skills and autonomous learning abilities. The authors note the potential of gaming to engage students and report on their findings which suggest that the appropriate integration of video games into educational practices can strengthen students' self-learning habits and develop their capabilities.

##### *ICT use to improve school management in Pakistan*

In this article **Sadia Akhtar** explores stakeholder perceptions of ICT use in the management of two urban schools in Pakistan and the solutions employed to address the barriers encountered in execution of management functions to enhance effectiveness. While the schools deployed various types of technological devices in the performance of their duties and observed improved planning, reporting, communication, and maintaining school discipline, the participants reported significant challenges. Strategies for overcoming challenges like technology failure and developing self-sufficiency through capacity-building sessions are reported in the study. The author notes that ICT has changed the traditions of managerial practices in Pakistan and raised school standards

##### *Information systems integration for decision making in HEIs*

In this article the author notes that different Information Systems (ISs) have been implemented in many Tanzanian higher education institutions (HEIs) but most of them are not integrated with each other. **Anna Mark Kayanda** discusses whether HEIs consider integrated ISs useful in performing different operations especially in decision making. The findings indicate that perceived usefulness and perceived ease of use influences the behavioral intention to use ISs. The findings reported have potential for consideration by HEIs, to improve their ISs for decision support.

##### *Online versus face to face modes of learning*

**Senthil Veerasamy and Susobhan Goswami** in a quantitative study of the impact of online and traditional face to face (offline) learning discuss their findings in this article. The authors note the finding of a marginal positive impact on student learning when learning takes place offline and importantly, they note there are no gender-based performance differences among students in the online learning environment. The authors point to insights from their research which are deemed useful for institutional heads regarding policy and strategic decision making. They also point to the impact of their findings in attempts to create an interactive learning environment for students.

##### *Ethical use of mobile technology among teachers in Tanzania*

In our final article in this section we focus on ethical use of mobile technology. The authors explored the reasons for teachers' indulgence in the use of mobile phones for personal activities in the classroom environment and its repercussions on education in Tanzania. Direct consequences of the behaviour of teachers explored in the article include the disruption of teaching and learning; increase in students' delinquent behaviour; hostility and quarrels in schools; and deterioration of the image and status of the teaching profession. **Hamisi Mfaume and Margareth Bilinga** discuss the lack of policy on acceptable mobile phone use in schools, lack of professional training, lack of efficient induction and mentorship, and irregular in-service training on ethical matters as the main contributors to the behaviours noted. The authors recommend incorporating ethical issues related to ICT use in the teachers' code of conduct and integrating ethical literacy in using ICT devices in the teacher education curriculum.

##### **From the Field**

The three articles in this section focus on continuity of practice post COVID-19 and explore student perception of blended learning as the next normal. A case is also made for the cost effective use of gaming for teaching and learning, and the section wraps up with a look at engagement of females for entry to the field of ICT in Tanzania.

*Student perception of blended learning as the next normal learning process*

In this article **Alka Shrivastava** discusses the outcome of an exploration of student perceptions of blended learning as the next normal in management education. Data were collected from students at different institutes across India. The author reports on findings that shows student support for the integration of blended learning in management education, and their readiness for blended learning as the next normal learning process.

*Using gaming for experiential learning in resource allocation problem solving across disciplines*

**R. Samuel Sale** discusses a methodology for use of a commercially available game to teach a variety of resource allocation problems in various disciplines. The author highlights the effectiveness of games to provide experiential learning and increase student enjoyment and mastery of learning outcomes at the secondary school level through to the graduate level at university. The lack of cost to the student or university and ease of adaptability of the game are highlighted as advantages for instructor use in both traditional classrooms and distance education settings.

*ICT engagement among female students in HEIs in Tanzania*

Using the Mbeya University of Science and Technology as a case study, **Willy A. Innocent** examined how female students perceive ICT courses in Tanzanian higher education institutions. The findings indicate that women enroll in higher education institutions in ICT fields at a relatively low rate, resulting from challenges, such as lack of a stronger ICT curriculum from primary to secondary school and a lack of career guidance from parents/guardians. The author recommends that government strengthen the ICT curriculum from primary schools to secondary schools to lay the foundation for female participation in the ICT field.

**Literature Review***Efficiency and Effectiveness of m-learning in Sub Saharan Africa*

In this article **Godwin Kaisara and Kelvin Joseph Bwalya** report on a systematic review and use an interpretive approach to collate knowledge from studies in m-learning design and implementation over the past 10 years in sub-Saharan African countries. The review is grounded in the need to ensure efficiency and effectiveness of the strategies, given the COVID-19 protocols effected in the countries and the need to document models and best practices to guide implementation in the resource-strained contexts. The authors highlight the key knowledge, alongside the gaps that could inform future research in m-learning.

**The Editorial Team Expresses Gratitude!**

We continue to be grateful for the services of our volunteer peer review panels, and we thank all our authors for the patience you have shown while we continue to work on the services to bring quality articles to our readers. We are committed to continuing in service to all our stakeholders and we thank you for your support.

We once again take the opportunity to remind potential authors of our journal guidelines that should be observed when submitting articles for consideration. Your attention to the author guidelines at: <http://ijedict.dec.uwi.edu/submissions.php#guidelines> will enhance our review process and improve the time to completion by the members of our review panels who have continued to volunteer their services, despite the challenges in their respective environments.

We ask all authors for understanding and appreciation of the challenges and look forward to partnering with you to continuously improve our throughput and maintain quality.

Stay safe and continue to be well.

Denise Gaspard-Richards  
Chief Editor, IJEDICT

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