

Editorial: Innovation, education and development

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Welcome to Volume 6 Issue 1 of the International Journal of Education and Development using Information and Communication Technology (IJEDICT).

IJEDICT concentrates on articles concerned with using information and communication technologies (ICT) to transform education, especially in developing contexts. This issue brings articles from Australia, Ghana, India, Jordan, Malaysia, Nigeria, Oman, South Africa and Tanzania.

The article “Blogging at university as a case study in instructional design: Challenges and suggestions towards professional development” by Muwanga-Zake, Parkes and Gregory investigates the gap between rhetoric about blog potential and blog practice, and professional development in the use of blogs at the University of New England in Australia. The preliminary findings show fundamental implications for professional development in pedagogical uses of ICT.

Glenda Cox explores what educational technologists in one South African Institution consider innovation to be in her article “Defining innovation: Using soft systems methodology to approach the complexity of innovation in educational technology”. Ten educational technologists in various faculties across the university were interviewed and asked to define and answer questions about innovation. The methodology used proved useful in producing a picture and a root definition. Participants discussed changes in processes, structures and attitudes at the institution.

In their article “Development of an educational interactive video-DVD on dairy health management practices”, Vidya and Manivannan carried out a study to design, develop and test an educational interactive video-DVD on dairy health management practices. The findings of the study revealed significant difference between the mean scores of knowledge level of respondents in pre and post -exposure stages and a high majority of the respondents perceived the various aspects of the video-DVD to be most satisfactory in fulfilling its intended use.

In 2005, in a bid to develop functional computer competencies among secondary school students, the Nigerian Lagos state government equipped 40 secondary schools with microcomputer-fitted laboratories which were also connected to the Internet. The article “Computer interest, approval and confidence of secondary school students in three selected local governments of Lagos State (Nigeria): Implications for global computerization” by Adebowale, Adewale and Oyeniran describes a study which was designed to evaluate the results three years later.

In their article “Availability and usage of ICTs and e-resources by livestock researchers in Tanzania: Challenges and ways forward”, Consolata Angello and Evans Wema describe a study to investigate the accessibility and use of e-resources in Tanzania. It was concluded that most livestock researchers were not aware of most of the e-resources available hence they could not access and use them effectively in their research work.

The article “The importance of introducing a course on information and communication

technologies for development into the information technology curriculum” by Walid Al-Ahmad studies the role and the importance of ICT for development in IT educational programs. Data were collected from students through two questionnaires developed by the researcher responsible for teaching an ICT4D course at NYIT Amman Campus. Of the students, 98.8% expressed that ICT4D had an important role in IT practices and education, 97.1% stated that they were satisfied with the course, 96.7% expressed that the course met the objectives.

Afaq Ahmad, Ahmed Al-Mashari and Ali Al-Lawati, in their article “On the development of a computer based diagnostic assessment tool to help in the teaching and learning process”, present a computer based diagnostic tool developed in Oman to facilitate the learning process. The developed tool simulates the error pattern of the test results and then accordingly models the action plan to help in children’s learning process. The tool generates a diagnostic report to be utilized by the instructor, suggests remedial advice to enhance the process of the learning in cases when the learner experiences severe learning difficulties.

In their article “A comparative evaluation of two interventions for educator training in HIV/AIDS in South Africa”, Li-Wei Chao, Jeff Gow, Olagoke Akintola and Mark Pauly compare two different methods to teach educators about HIV/AIDS. Sixty educators were selected from eight schools in KwaZulu-Natal Province, South Africa, to undergo HIV/AIDS training using an interactive CD-ROM intervention. Another sixty educators from other schools were selected to undergo a two-day Life Skills Training Programme provided by the Department of Education. The Life Skills Training Programme proved superior in enhancing basic knowledge about HIV, and the CD-ROM was superior in teaching about HIV transmission risks.

The study outlined in “Modeling computer usage intentions of tertiary students in a developing country through the Technology Acceptance Model”, by Eben Afari-Kumah and Akwasi Kyere Achampong, aims to examine the computer usage intentions of Ghanaian Tertiary Students. The study reveals that the age and level/year of tertiary students as well as prior experience of computer usage have no significant influence on perceived usefulness of a computer. Experience however significantly influenced perceived ease of use whilst age and level/year of students did not. The study also indicates that both perceived usefulness and perceived ease of use had a significant effect on the attitude of students towards their computer usage. Interestingly, only perceived usefulness significantly influenced the students’ intention to use the computer. The findings of this research and the model developed provide a basis for individuals who have to make a decision concerning computer usage of tertiary students in a developing country.

In “The definition and characteristics of ubiquitous learning: A discussion”, Saadiah Yahya, Erny Arniza Ahmad and Kamarularifin Abd Jalil describe a new learning paradigm, known as ubiquitous learning or u-learning, which is supported by the ubiquitous computing technologies. Instead of that, the article also aims at providing fundamental information related to u-learning for researchers who are interested in venturing this new area of ubiquitous computing. The u-learning definition and characteristics are compared and discussed in proposing a conclusive definition of u-learning together with its characterization. Finally, some of the u-learning applications are explained to further enhance the understanding of u-learning concept.

Kovalam is one of the coastal villages in Southern Tamil Nadu, India, and the principal livelihood of the villagers is fishing. The village is equipped with a VKC (Village Knowledge Center), initiated by the local Parish Council, to serve the people with the e-governance, e-agriculture, e-education, e-health and other services at free of cost. The article “The status of information and communication technology in a coastal village: A case study” by P.Govindaraju and M. Maani Mabel studies the effects of the technological adoption through the intrinsic case study method. Besides, interviews and discussions were also included to find out the realistic situation. The

users of the Kiosk, the boundary partners and the knowledge workers were contacted to collect data. The study reveals the influence and the role of kiosk in the lives of fishing community.

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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