

Editorial: Integrating technology in teaching

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Welcome to Volume 9 Issue 3 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Benin, China, Guyana, Kenya, Macedonia, Nigeria, North Cyprus, South Africa, Tanzania and the USA.

The first two articles deal with multimedia in learning. In “The prospect of animated videos in agriculture and health: A case study in Benin”, Julia Bello-Bravo, Elie Dannon, Tolulope Agunbiade, Manuele Tamo and Barry Pittendrigh report on the results of a survey on the perception of three Scientific Animations Without Borders (SAWBO) educational videos. The authors found that the videos were a well-received training tool in agriculture and prevention of diseases amongst populations with diverse literacy levels. In her article, “Using multimedia technology to build a community of practice: Pre-service teachers’ and digital storytelling in South Africa”, Agnes Chigona describes a study that used a qualitative research approach to collect and analyse data to answer the question: How can the use of multimedia in a diverse classroom lead to building a community of practice.

The next four articles deal with integrating technology in the classroom. Laura Hosman and Maja Cvetanoska apply the Concerns-Based Adoption Model (or CBAM, which describes how individuals’ concerns evolve as they undergo the process of change and how these concerns may be addressed over time) to Macedonia’s experience, in their article “Technology, teachers, and training: Combining theory with Macedonia’s experience”. In “Factors enabling the use of technology in subject teaching”, Begum Cubukcuoglu discusses the factors that encourage Turkish Cypriot teachers to integrate technology into the classroom. The data were gathered from seven volunteer subject teachers teaching Mathematics, Foreign Languages, Social Sciences, and Science.

Taotao Long, Wenxin Liang and Shengquan Yu conducted “A study of the tablet computer’s application in K-12 schools in China”. They concluded that more attention should be paid to the comprehensive design of the whole educational system, including the design of the learning support system and instructional strategies, as well as the design and development of educational software and resources. Troy Devon Thomas, Lenandlar Singh and Kemuel Gaffar investigated “The utility of the UTAUT model in explaining mobile learning adoption in higher education in Guyana”. The results suggest that culture and country level differences moderate the UTAUT effects, and so a straightforward application of the model regardless of the context can lead to non-detection of important relationships and to suboptimal mobile learning promotion strategies.

In their article, C. Sanga, M.M. Magesa, E. Chingonikaya and K.A.Kayunze tackled the question: “Can e-learning promote participation of female students in STEM disciplines in higher learning institutions of Tanzania?” The results of their research showed that the potential benefits of e-learning as tool for promoting students uptake for science, technology and mathematics subjects was not fully exploited in Tanzania. Thus, this calls different stakeholders to fully implement and

mainstream e-learning in Higher Learning value chain to make it a reality and not myth in promoting female students participation in science, technology and engineering.

In their article “E-social Astuteness skills for ICT-supported equitable prosperity and a capable developmental state in South Africa”, Zoran Mitrovic, Wallace Taylor, Ms Mymoena Sharif, Walter Claassen and Harold Wesso describe a study that confirmed that concepts of e-astuteness and e-social astuteness, together with e-skills, can be useful in addressing the South Africa’s major developmental agenda as articulated in the national developmental strategies.

Joel S. Mtebe and Christina Raphael investigated “Students’ experiences and challenges of blended learning at the University of Dar es Salaam, Tanzania”. Their study revealed that outdated learning resources, unavailability of instructors during live online sessions, under-utilization of Learning Centres, and technical difficulties are the main factors that affect students from excelling well in blended learning programmes.

Atieno A. Ndede-Amadi investigated “Information systems education in Kenya: Students’ specialization choice trends (a case study of Kenya Polytechnic University College)”. The case study found late and low levels of IS awareness as a field of specialization among university business students. Emeka Ezemenaka investigated “The usage and impact of Internet enabled phones on academic concentration among students of tertiary institutions: A study at the University of Ibadan, Nigeria”. The study was carried out in order to understand and bring to fore if the students’ academic performance is affected due to the time channelled to the phone during class hours which has a general perception as a medium of distractions to students.

Donating computers to schools in poorer communities with the altruistic hope of bridging some kind of “digital-divide” by providing access to modern technologies may seem commendable. Critics, however, would argue that these actions are ineffective, primarily serving the interests of the donators and may even damage the community. In his article “Gifting computers to a poor school in Nepal: Beyond the Bling”, John Raven reflects upon this controversy using, as a case study, one charitable project in Nepal that involved the donation of a set of computers to a remote high school that the author has been involved with.

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

- *ICT For Education and Development Blog* - <http://stewart-marshall.com/ict4ed/>
- *IJEDICT Weekly News* – an online newspaper published every Thursday
<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>
- *CELECT: Communication, Education and Development using ICT* – a blog
<http://cedict.blogspot.com/>

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