

Editorial: ICT adoption and use in training, learning and counselling

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Welcome to Volume 10 Issue 3 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Bangladesh, Finland, Ghana, India, Nigeria, South Africa, Tanzania, and Turkey.

Recent penetration of mobile technologies and its services in East Africa has provided a new platform for institutions to widen access to education through mobile learning. Mobile technologies provide learners with flexibility and ubiquity to learn anytime and anywhere via wireless Internet. The article "Investigating students' behavioural intention to adopt and use mobile learning in higher education in East Africa" by Joel S. Mtebe and Roope Raisamo reports on the application of the Unified Theory of Acceptance and Use of Technology (UTAUT) model to investigate students' behavioural intention to adopt and use mobile learning in higher education in East Africa. The results showed that, four factors: performance expectancy, effort expectancy, social influence, and facilitating conditions had significant positive effects on students' mobile learning acceptance with performance expectancy being the strongest predictor.

In the article "A model for integrating ICT into teacher training programs in Bangladesh based on TPCK", Shahadat Hossain Khan presents a model for the professional development of teachers based on the Technology Pedagogy Content Knowledge (TPCK) framework, to address the issue on effective use of ICT in teaching based on two perspectives. Firstly, how the teachers can undertake three different phases of improving their use of technology to facilitate effective instruction. Secondly, the paper highlights suggestions to implement the proposed model demonstrating the potential benefits to the teachers, trainers, policymakers and other educators who are directly or indirectly accountable for teachers' professional development. Finally it concludes with emerging research issues and pertinent guidelines in the context of Bangladesh.

Given the current global trend of mimicking real life situations into digital counselling games and its related digital counselling platforms, Emmanuel Awuni Kolog, Erkki Sutinen and Marjatta Vanhalakka-Ruoho decided to contextually understand from the Ghanaian senior high school students, their life challenges arising from their life stories. Their study, reported in "E-counselling implementation: Students' life stories and counselling technologies in perspective", also explores the extent to which ICT is currently being used to provide counselling services to students. The purpose of the study is to use the findings as a basis to develop a digital counselling game.

The article "Disposition of students to online counselling: The Obafemi Awolowo University, Nigerian experience" by Olusegun Adebawale, describes a study designed to examine the undergraduates' disposition to the online counselling services after 24 months. Data collected were analysed using simple percentages, RSI, ANOVA, factor, cluster and discriminant analyses. The results showed that students were mostly (94.9%) favourably disposed to online counselling services in OAU, particularly in form of trust (44.4%), curiosity (31.9%) and enthusiasm (13.9%).

“Using the UTAUT model to analyze students’ ICT adoption” by Samuel NiiBoi Attuquayefio and Hillar Addo, seeks to provide further understanding of issues surrounding acceptance of information and communication technology (ICT) by students of tertiary institutions. The Unified Theory of Acceptance and Use of Technology (UTAUT) model Venkatesh et al (2003) was employed by the researchers to determine the strength of predictors for students’ intention to accept and use ICT for learning and research. The measurement and structure model was appraised using Structural Equation Modeling.

The aim of the studies reported in article “Different modes of digital learning object use in school settings: Do we design for individual or collaborative learning?” by Yavuz Akpınar, is to gain classroom based empirical evidence on the learning effectiveness of learning objects used in two types of study settings: Collaborative and individual. The pretest and post test measures and observation data showed that though the learning objects were primarily developed for individual use, they may also help students working in peers. The comparison among different study modes did not strongly favor any of the study modes. However, the study provided evidence that using the learning objects in different modes is possible and designing and developing learning objects for the use of multiple modes is crucial.

In the article “Anakuran: A Proposed Path to Education for Children of Migrant Construction Workers in India”, Satarupa Dutta Pal describes an innovative design which seeks to provide formal education through ICT to the children of migrant construction labourers based at medium and large construction sites in urban locales. The study addresses the right to free and compulsory education for Indian children between the ages of 6 and 14 years in purview of the implementation of the Right to Education Act 2009. It is also an initiative to promote public-private partnership to fulfil the second Millennium Development Goal aiming to achieve universal primary education by the year 2015.

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- *CEDICT: Communication, Education and Development using ICT* – a blog
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