

Editorial: ICT in education: Reflections, evaluation and design

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Welcome to Volume 10 Issue 4 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Barbados, Guyana, Jamaica, Jordan, Kenya, New Zealand, Nigeria, Pakistan, South Africa, Spain, Sweden, Thailand, Trinidad and USA.

“Frontrunners in ICTL: Kenyan runners’ improvement in training, informal learning and economic opportunities using smartphones” by Per Olof Hansson and William Jobe, looks at how mobile technology shapes, changes, and develops informal learning outside the classroom and school environment. In this study, 30 Kenyan elite runners with a simple Android smartphone and free Internet for one year.

In the article “Technology-supported classroom for collaborative learning: Blogging in the foreign language classroom”, Dorota Domalewska examined the phenomenon of blogging as a technologically enhanced support to develop interaction and interrelatedness among learners in a foreign language course. The findings of the study revealed interaction between bloggers was limited.

The article “Effectiveness of Web Quest Strategy in acquiring geographic concepts among eighth grade students in Jordan” by Zaid Suleiman AL-Edwan, reports on a study of 119 students in the scholastic year 2013-2014. The results showed differences with statistical significance between the means of the students’ scores on the test acquiring the geographic concepts’ attributed to the teaching method in favor of the experimental group.

“The effect of computer based instructional technique for the learning of elementary level mathematics among high, average and low achievers” by Muhammad Tanveer Afzal, Bashir Gondal and Nuzhat Fatima reports on the study of two urban and two rural schools. The results revealed that teacher facilitated mathematics instructional method produced better scores when compared with CAI and traditional instructional methods of teaching mathematics for low and average achievers, but no significant difference was observed between instructional techniques for high achievers.

The article “Evaluation of a pilot project on information and communication technology for rural education development: A Cofimvaba case study on the educational use of tablets”, by Acheson Charles Phiri, Thato foko and Nare Mahwai, used the Cofimvaba ICT4RED initiative as a case study to ascertain how teachers accepted the introduction of tablets at their schools for teaching and learning. The results showed that most teachers embraced tablets and were using them in the classroom, for their own professional development and personal use.

The article “Synchronous e-learning: Reflections and design considerations” by Filiz Tabak and Rohit Rampal is a personal reflection on the design, development, and delivery of online synchronous conferencing as a pedagogical tool complementing traditional, face-to-face content delivery and learning. The purpose of the paper is to demonstrate how instructors can combine

collaborative and virtual learning principles in course design

The integration of educational technologies presents challenges and concerns in relation to students' learning. In the article "Students' experiences of learning in a virtual classroom", Dilani S. P. Gedera uses Activity Theory as a research framework to develop a better understanding of students' experiences of learning with the specific online learning technology of Adobe Connect virtual classroom.

"Measurement invariance of the UTAUT constructs in the Caribbean" by Troy D. Thomas, et al., employs confirmatory factor analysis to evaluate the factorial validity and the cross-national comparability of the UTAUT constructs with respect to mobile learning in higher education in four Caribbean countries. Except for the measurement of one factor, the UTAUT constructs exhibit adequate reliability and validity.

In "Exploring interactions of cultural capital with learner and instructor expectations: A case study", Roxanne Russell asks: How do bidirectional flows of cultural capital interact with learner expectations and instructor preconceptions in the case of a cross-sector, cross-border training program? Researchers and practitioners concerned with education in a globalized context may consult findings here to deduce a set of criteria underlying these learners' expectations for this NASA branded program and preconceptions of the instructors about the learners that may help instructional designers prepare for comparable cross-cultural training programs.

In their article, O. A. Lawal-Adebawale and O. Oyekunle report on the "Agro-students' appraisal of online registration of academic courses in the Federal University of Agriculture Abeokuta, Ogun State Nigeria". The results showed that the use of online registration tool was appraised valuable for convenient course, and there was reduction of attendant stress/rigour of manual course registration. It was concluded that online registration of academic courses in FUNAAB is a worthwhile development.

"Creation of audiovisual presentations as a tool to develop key competences in secondary-school students. A case study in science class" by Ángel Ezquerro, Javier Manso, M^a Esther Burgos, and Carla Hallabrin, describes a proposal to develop key competences through project-based learning. The project's objective is the creation of a digital video. The results showed an important improvement in both the digital and science competences.

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

- *IJEDICT Weekly News* – an online newspaper - <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>
- *Communication, Education and Development using ICT* - <http://cedict.blogspot.com/>

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