Editorial: Adoption, integration and use of ICT in teaching

Stewart Marshall
The University of the West Indies, Barbados, West Indies

Wal Taylor
The Information Society Institute (TISI), South Africa

Welcome to Volume 12 Issue 1 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Bhutan, Botswana, Cameroon, China, Denmark, Hong Kong, Tanzania, Uganda, UK, USA and Zimbabwe.

Institutional report cards are increasingly being used by higher educational institutions to present academic outcomes to external audiences of prospective students and parents, as well as program and institutional evaluators. In the article "Improving institutional report card indicators", Veronica McGowan describes a taxonomy for institutional report cards based on an analysis of the Web-published institutional report cards and transparency reports of 82 American higher educational institutions.

The Tanzanian education system is in transition from face-to-face classroom learning to e-learning. The article "Test of e-Learning Related Attitudes (TeLRA) scale: Development, reliability and validity study" by D. H. Kisanga and G. Ireson presents the development and validation of a scale of teachers' attitude to e-learning. Whilst being initially developed to assess the attitude of teachers in HLIs, the scale transfers across national boundaries and other sectors.

In "Assessing the available ICT infrastructure for collaborative web technologies in a blended learning environment in Tanzania: A mixed methods research", John Marco Pima, Michael Odetayo, Rahat Iqbal and Eliamani Sedoyeka describe an investigation that sought to assess the available ICT infrastructure capable of supporting Collaborative Web Technologies in a Blended Learning environment in Tanzanian Higher Education Institutions.

Cloud computing is a novel model of computing that may bring extensive benefits to users, institutions, businesses and academics, while at the same time also giving rise to new risks and challenges. In their article "An analysis of the use of cloud computing among university lecturers: A case study in Zimbabwe", Samuel Musungwini, Beauty Mugoniwa, Samuel Simbarashe Furusa, and Taurai George Rebanowako looked at the benefits of using Google docs and analyzed the factors affecting the adoption and use of the technology by Lecturers at a university in Zimbabwe. The findings indicated there was a knowledge gap and that there was need to conduct workshops to try and enlighten the Lecturers on the value of this technology.

ICTs were officially introduced in schools in Cameroon in 2001 and since then many initiatives have been carried out, but the difficulties supersede the progress. In their article "Integration of ICTs into the curriculum of Cameroon primary and secondary schools: A review of current status, barriers and proposed strategies for effective Integration", Ngajie Berty Nsolly and Ngo Mback Marie Charlotte focus on the current status of ICTs in Cameroon primary and secondary schools, review the major initiatives, identify and analyze some barriers and recommend some strategies to overcome.

In their article "The state of Integration of the Virtual Learning Environment and ICT into the pedagogy of the Royal University of Bhutan: A descriptive study", Choeda, Tandin Penjor, Dorji Dupka and Pär-Ola Zander identify the use of a Virtual Learning Environment (VLE) as the key technology, which is used as part of ICT-integrated pedagogy. However, the VLE has been found to be confined to a platform where sharing of items such as work plans, module descriptors and uploading assignments have been done. The actual interactive teaching/learning via VLE is low.

The article "Classroom ICT integration in Tanzania: Opportunities and challenges from the perspectives of TPACK and SAMR models" by Patrick Kihoza, Irina Zlotnikova, Joseph Bada and Khamisi Kalegele reports on a study that assessed classroom ICTs integration opportunities and the challenges in relation to Technological Pedagogical and Content Knowledge (TPACK) and SAMR (Substitute, Augmentation, Modification, and Redefinition) models. Most of the challenges identified were associated to the lack of infrastructures, readiness to change and lack of competencies on pedagogical ICTs applications.

In the article "Developing technology needs assessments for educational programs: An analysis of eight key indicators", Erin N. O'Reilly looked at eight indicators commonly found in technology needs assessment survey tools. Indicators included: self-assessed skill level, technology use and integration, teacher beliefs, barriers to access, professional development resources, leadership, needs and wants, and demographics. These core indicators were used to create a technology needs assessment survey for pre- and in-service language teachers within a US higher education setting, but the indicators are both relevant and applicable to a wide range of educational programs and teacher backgrounds.

There is a need for an efficient method to engage all the students in a classroom and quickly evaluate the progress of their learning. In his article "Student perception on a student response system formed by combining mobile phone and a polling website", Adam Wong describes a study that used a polling website and combined it with the mobile phones of students to form an SRS. A survey afterwards showed that the students had very positive attitude towards the SRS.

The journal has several sister publications (all free to read online):
- *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/
- *Best Online Courses* – http://www.BestOnlineCourse.info/
- *College Blog News* – http://www.CollegeBlogNews.com/

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Chief Editors, IJEDICT