

Editorial: ICT for professional and personal development

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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 Colombia, Cyprus, Finland, Kenya, Netherlands, Nigeria, Norway, Oman, South Africa, Spain, Switzerland, Tanzania, and UK.

IT has changed traditional methods of doing research, teaching and learning experiences of both faculty and students in higher education institutions around the world. In their article “2015 Global Information Technology Report: Consequences on knowledge management in higher education institutions in Nigeria”, Ololube, Agbor, Major, Agabi, Wali and Ajuru report that the eagerness and passion for IT and the role it plays in knowledge management are thwarted because Nigeria is faced with insufficiency in critical IT policies, infrastructures, usage, personnel, deficit in funding and essential services.

The article “Analysis of the implementation of a WebQuest for learning English in a secondary school in Spain” by Renau and Pesudo focuses on the implementation, assessment and analysis of this computer-based approach in the third year of compulsory secondary education. The study analyses and discusses students' opinions and reactions towards the use of this new teaching and learning strategy in an English as a Second Language class.

Diffusion of digital games and the trend of gamification in various fields have increased scholars' attention on how digital games or their elements can be introduced into formal and informal learning practices. In their article “Raising awareness and promoting informal learning on World Heritage in Southern Africa: The case of WHACY, a gamified ICT-enhanced tool”, Adukaite and Cantoni assess user experience as well as exploring the possibility of a gamified application to be integrated into the regular high school tourism curriculum.

The article “Technology-enhanced learning in sports education using clickers: Satisfaction, performance and immediacy” by Constantinou and Ioannou reports on the use of clickers by 162 Judo athletes during seminars on the rules and regulations of the sport. Findings suggest that the use of clickers is linked to athletes' better satisfaction and performance and enables the feedback loop between athletes and trainers.

Online conferences have become an increasingly well-accepted mode of delivery and interaction for professional development processes. In the article “Designing online conferences to promote professional development in Africa”, Carr describes the e/merge online conference as an example of how online conferences can enhance professional networking and development of practitioners and researchers.

In his article “Identifying Ghanaian pre-service teachers' readiness for computer use: A Technology Acceptance Model approach”, Gyamfi used multiple stepwise regression analysis to reveal that pre-service teachers' pedagogical beliefs, perceived ease of use, perceived

usefulness of computer technology and attitude towards computer use are significant determinants of actual use of computer technology.

The adoption of blended learning to widen access, reduce cost, and improve the quality of education is becoming prevalent in higher education in sub-Saharan Africa and Tanzania in particular. In their article “Instructor support services: An inevitable critical success factor in blended learning in higher education in Tanzania”, Raphael and Mtebe report on a study of the effectiveness of instructors’ support services as a major success factor to the delivery of blended courses at the University of Dar es Salaam and the Open University of Tanzania.

The article “Teachers’ perceptions of the effectiveness of using Arabic language teaching software in Omani basic education” by Al-Busaidi, Al Hashmi, Al Musawi, and Kazem investigates the perceived degree of the effectiveness and obstacles of using the Arabic language software in teaching the Arabic language along with the teachers’ perceptions for increasing its effectiveness. Findings indicate that teachers perceived the designed software as an effective tool to promote students’ learning and to deal with their learning difficulties.

In their article “Promoting pro-environmental printing behavior: The role of ICT barriers and sustainable values”, Suleri and Cavagnaro explore how to reduce printing at elementary schools through strengthening both the effective use of ICT and pro-environmental values. The main findings illustrate that lower ICT fears and higher biospheric values have a positive effect on the pro-environmental printing behavior.

In the “Usability assessment of educational software by students: Case of *Ọpón-Ìmọ* in Osun State, Nigeria”, Tijani reports on a study that investigated influences of gender and school locations on students’ assessment of *Ọpón-Ìmọ* Technology Enhanced Learning System (OTELS) based on selected usability parameters. The study revealed that school location had significant influence on learnability of the software.

In their article “Virtual educational model for remote communities in Chocó, Colombia”, Sanabria, Chavez and Zermeño propose a solution to support classroom-based teaching in a rural area that has been the subject of many projects for the development of its people. Results show that teacher training is essential so that they can act as leaders in their community.

The article “Benefits and challenges of introducing a blended project-based approach in higher education: Experiences from a Kenyan university” by Munezero and Bekuta reports that a blended project-based approach results in solutions that are more contextually relevant and equips the participating students with technical, interdisciplinary and interpersonal skills that are essential to entering the workplace.

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