# Editorial: Integrating ICT in Teaching and Learning: Practices and Challenges

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

**Wal Taylor**
**The University of the West Indies, Barbados, West Indies**

Welcome to Volume 13 Issue 1 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Australia, Botswana, Cameroon, Ghana, Kenya, Saudi Arabia, Spain, Sweden, Tanzania, and USA.

In their article "Computer-assisted instruction: 'JClic' as a new pedagogical tool for EFL learners", Sorina Stelea and Carolina Girón-García report on the results of a study to evaluate the effect of JClic on students' performance in the use of Simple Present Perfect in English and secondly, to establish the impact of the use of JClic on students' engagement and motivation. The findings reveal that the use of the JClic software, as a computer-assisted language-learning (CALL) tool, can increase students' engagement, motivation, and learning achievement.

Aishah Alkahtani reports on "The challenges facing the integration of ICT in teaching in Saudi secondary schools". The study presents two significant shortcomings key players encountered: A lack of training and a lack of working equipment. The results also show a lack of a basic understanding among both students and teachers of how the equipment functions; a lack of mastery of ICT teaching techniques—and a lack of teacher training to bridge the gap; a lack of mastery of electronic equipment; and problems with repairs — or the timeliness of them.

In his article "Pre-service teachers' attitude towards information and communication technology usage: A Ghanaian survey" Stephen Adu Gyamfi extended the TAM framework by adding leadership support and job relevance as exogenous variables. Data were collected from 380 pre-service teachers studying a 3-year Diploma in Education. The findings suggested the following: (1) leadership support significantly influenced perceived ease of use; (2) job relevance significantly influenced perceived usefulness; (3) perceived usefulness significantly influenced attitude towards use; and, (4) perceived ease of use significantly influenced attitude towards use.

Despite worldwide efforts to prevent malaria, the disease continues to take its strongest toll in sub-Saharan Africa. Kenya is no exception, with millions of cases and thousands of deaths reported annually. The article "Malaria prevention and treatment using educational animations: A case study in Kakamega County, Kenya", by Julia Bello-Bravo, Anne Namatsi Lutomia, Lawrence Mbhekiseni Madela and Barry Robert Pittendrigh, reports on a study on the use of animated videos as an informal educational tool, and examines baseline knowledge, sources of knowledge, and learning gains on a range of knowledge points on malaria prevention and treatment.

Textbooks have been used to enhance teaching in mathematics at all levels of schooling for many years. There are very few studies, however, that explore student thoughts about the use of electronic textbooks (e-texts) in secondary classrooms. The article "Using electronic textbooks to teach mathematics in the secondary classroom: What do the students say?" by Bruce Allen Knight, Maria Casey and John Dekkers reports on a study that aimed to develop an understanding of the phenomenon of student experiences of using an e-text during mathematics

lessons; specifically, those aspects that dominate the experiences and the ways students perceive their relationships amongst themselves and their teacher when using a mathematics e-text.

The article "Practices and challenges in an emerging m-learning environment" by Edgar Napoleon Asiimwe, Åke Grönlund and Mathias Hatakka reports on an interpretative case study investigating practices and challenges in an emerging m-learning environment at Makerere University in Uganda. The research focuses on how learning content management systems (LCMS) are implemented and used for m-learning purposes. The main findings are: the importance of the support staff; it takes a long time to implement new technology and change teaching practices, support staff is needed to manage, inspire and support student and teachers.

The article "Explaining Electronic Learning Management Systems (ELMS) continued usage intentions among facilitators in Higher Education Institutions (HEIs) in Tanzania" by Bruckse Muries and Juma James Masele reports on a study of 264 respondents drawn from five universities selected from two regions mainly Dar es Salaam and Morogoro. The study's findings revealed that perceived importance and perceived ease to use (had significance influence on ELMS continued usage intentions.

In their article "Integrating Information and Communication Technology in English Language teaching: A case study of selected Junior Secondary Schools in Botswana", Mbizo Mafuraga, Mbiganyi Moremi look at the opportunities and challenges faced by teachers of English Language and the students they teach. The findings from the study show that the majority of teachers are aware that ICT could be used to enhance English Language teaching and learning and were willing to go for ICT training to improve their teaching methods.

The article "The use of ICTs in the Cameroonian school system: A case study of some primary and secondary schools in Yaoundé" by Abass Ngoungouo presents the results of a study carried out on some primary and secondary schools of Yaoundé in the Republic of Cameroon. The study sought to identify the types of ICTs used by teachers, to evaluate the state of equipment of those schools and the state of training of the teachers in the use of ICTs in teaching.

Stewart Marshall and Wal Taylor
Chief Editors, IJEDICT

Original article at http://ijedict.dec.uwi.edu/viewarticle.php?id=2321