Editorial: Behavioural Intention to use Technology, Conceptual Frameworks and Integration of ICTs in the Classroom

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It is the end of another year and it is one in which we have published four Issues of IJEDICT! As we close 2019 we are focused on new beginnings, much as we did at the end of 2018 when our founding editor Professor Stewart Marshall passed the baton. Best wishes to our readers as you browse Volume 15, Issue 4 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT).* In this Issue we present articles from or about Tanzania, South Africa, Nigeria, Ghana, Mauritius, Guyana and Jordan.

We present eleven articles in our Refereed Articles section and one article in our Literature Review and Book/Media Reviews sections, respectively

In our first refereed article, Mumitie Moikan Mollel and Kelefa Mwantimwa examine the usage of e-resources by faculty members and students at the Institute of Finance Management in Tanzania. Factors such as perceived usefulness, ease of use, users' competencies, and facilitating conditions are presented as predictors of the behavioural intention of faculty and students to use the resources. However, the authors note that key factors such as inaccessibility of subscription e-resources, inadequacy of computers and information literacies among users, and poor Internet connectivity have limited the use of e-resources at the Institute.
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Continuing on the theme of behavioural intention to use technology mediated resources, Hurreeram and Bahadur in a paper entitled, Investigation *into a Second Attempt at the Re-introduction of Tablets in the Education System of Mauritius: A Case Study*, discuss the re-introduction of tablets among students in Grades 1 and 2 in Mauritius, one year after implementation of use. The authors highlight the key role of educators in facilitating use of tablets in the classroom They identify direct impacting factors such as training, infrastructure, educational resources, personal effort, and indirect impacting factors such as peer pressure and previous experience with technology use in the classroom. The authors conclude that one year after implementation, there is room for further attention to use of tablets in the classroom for the benefit of teaching and learning.

Turning to challenges for use of digital media for teaching and learning, Samuel, Onasanya and Yusuf, discuss the challenges encountered among Nigerian secondary school students in the use of digital media. The authors recommend that Nigerian schools endeavour to procure adequate digital media that would facilitate good instruction and that educators employ appropriate teaching strategies and use newer learning digital technologies to identify student's strengths, interests and learning styles.

Tools to facilitate mobile education is the focus of a paper by Godfrey Isaac Mwandosya and Esther Rosinner Mbise. The authors present the evaluation feedback on the functionalities of a mobile education prototype at the College of Business Education in Tanzania. The findings reveal that the CBEMET Prototype has significantly improved the sharing of education-related resources among teachers and students and reduced the cost of producing hard copies of education resources. They

conclude that prototype has sparked innovativeness among teachers and students in the process of teaching and learning at the higher education institution.

I**n** the article entitled, *The Impact Model: Teachers' Mobile Learning Adoption in Higher Education*, Dolawattha, Pramadasa and Jayaweera discuss influencing factors for an applicable and sustainable mobile learning framework. The authors propose an impact model comprising six variables - Usefulness, Interactivity, Motivation, Attitude, Facilitating Conditions, Ease of Use and a latent variable, Teacher Adoption on Mobile Learning. Their results showed that "Usefulness" is the most significant factor impacting the adoption of mobile learning among teachers, and better explain the perspectives of teachers for an applicable and sustainable mobile learning framework.

Effective integration and use of an LMS in the EFL classroom is the focus of our next article**.** In a study of Jordanian university students, Mais Mayyas and Ruba Bataineh examine the potential, actual and perceived effectiveness of the Easyclass Learning Management System in developing grammar learning. An experimental group and a control group received the same face-to-face instruction, but the experimental group received supplementary out-of-class instruction via the LMS. Their findings show that the experimental group outperformed the control group on the post tests, and the students perceived the LMS as highly effective in facilitating EFL grammar learning.

In a paper that discusses a conceptual model for an e-learning framework, Mohammed Nasiru Yakubu examines the factors that contribute to the acceptance of eLearning systems in Nigeria. The author develops a conceptual model to examine the influence of three quality antecedents on the behavioral intention to use an LMS among Nigerian students. The model accounted for 33% of the variance in the students' behavioral intention to use the LMS. The author proposes use of the study results by administrators and governing bodies to adopt an LMS that will be relevant and beneficial to students in Nigerian universities.

Continuing on the theme of developing usable models and frameworks, in an article entitled *Development of a Conceptual Framework to Support ICT Adoption by Ghanaian Higher Education Students,* Attuquayefio presents a blueprint of a conceptual framework to examine adoption of ICTs for learning among Ghanaian higher education students. The framework extends the UTAUT by including health issues and satisfaction as variables mediating the relationship between ergonomic factors and students' behavioural intention to use ICT for learning and research. The author concludes that the study will be useful for administrators and policy makers in higher education to help with developing the best measures to arouse Ghanaian students' interest in adopting ICTs for learning and research.,

Mustafa Fidan moves the discussion to scale development in assessing ICT use purposes. Fidan presents an interesting study of Facebook use by university students. The author discusses the scale design and the process for assessing validity and reliability. He proposes The Scale-for Facebook Use Purposes (S-FbUPs) with three factors and 11-items. At the stage of development of the scale females were found to use Fb more meaningfully than males, for educational and informational purposes. Significant effects of Fb friend number on the variables of "interpersonal interaction" and "self-promotion to others" are presented in the scale. Further, the findings indicated that the students who accessed Fb most often had a higher self-promotion tendency.

Boukhechba and Bouhania focus on instructional design to enhance EFL classroom teaching and learning in our next article. The authors discuss the importance of instructional design and how its principles can be useful for the EFL classroom. They note that content created using instructional design principles results in a classroom in which learners are engaged with tools throughout the teaching/learning experience. The authors advocate for instructional designers to work closely with EFL teachers for the development of instructional materials.

The final article in our Refereed Articles section focuses on Open Education Resources. Chikuni, Cox and Czerniewicz explore the institutional policy landscape of OER in South Africa. Their findings show that OER policies in South African public universities are underpinned by three dominant discourses - access, collaboration and transformation. The authors conclude that OER policies are written as optimistic accounts on how to publish OER but they do not do a good job of encouraging reuse.

In our Literature Review section, Kerwin A. Livingstone, in a review *entitled The Place of Information and Communication Technologies in Curriculum Design and Development*, focuses on what curriculum entails, its importance, and the integration of ICTs into curricula. The author concludes that Information and Communication Technologies should be considered and integrated into educational curricula because they can revolutionise instructional practices and stimulate pedagogical innovation; foster learner engagement; cater for student learning diversity; promote learner independence and autonomy; increase learner interaction and communication, and support intellectual expressiveness and creativity of learners, application, and lifelong learning.

In our Book/Media Review Section, Seitebaleng Susan Dintoe reviews *Permissible Computing in Education, values, assumptions, and needs* (1988) by Dr. Ronald G. Ragsdale who was an Associate Professor at the Ontario Institute of Studies in Education (OISE), University of Toronto, Dintoe summarizes the main ideas in each of the ten chapters, alongside evaluations, critical analyses supported by other sources, and conclusions. She notes that although Ragsdale's book was published in 1988, it is valuable and relevant to the current use of technology such as computers in pedagogies.

As always, we thank all of our authors and the members of the Peer Review Panel for the unstinting efforts that ensure our journal can continue to maintain the standards we have set. We look forward to new beginnings in 2020, **the start of a new decade**. In 2020 we will be rolling out an upgraded OJS and enhancing the look and feel of our journal. We will also be presenting a Special Issue of the journal. We take the opportunity to remind potential authors of our journal guidelines that should be observed when submitting articles for publication. Your attention to the guidelines will better facilitate our review process and the timely publication of articles.

Happy New Year!

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