

Editorial: Tribute to Professor Stewart Marshall - IJEDICT from 2005

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Greetings and welcome to Issue 2, 2021. We are publishing a Special Issue this quarter in tribute to our Founding Editor, Professor Stewart Marshall: January 26th, 1946 – March 29th, 2021. The IJEDICT family extends our deepest condolences to his loved ones. In this Issue we look back to the first editorial to ground our tribute. We also provide an overview of the articles in this Issue, including a reprint from 2005. While we want to honour Stewart's memory, we also want to ensure that we respect his penchant for "no fuss" (thank you for the reminder Wanjira) so we are also sharing a few memories that speak to the essence of the man and his call to service.

Although Stewart retired from IJEDICT in 2017 he continued to check in, with the last message landing early in March. The editorial team will miss him, but we will persevere and keep his memory alive and well. It is perhaps fitting that at this time we announce new members of The UWI Editorial Team in this Issue. **Dr Schuyler K. Esprit** joins us in the role of Editor and **Pauline Osbourne** in the role of Layout Editor and Proofreader. We welcome our new team members and look forward to the opportunity for growth and development of our journal that they present in these roles.

The editorial for this Issue is presented in three Sections as follows: Extract of the First Editorial, IJEDICT, 2005; an overview of the articles; and a few personal tributes.

First Editorial, IJEDICT, 2005

The first editorial of IJEDICT (Vol.1, No. 1, 2005) was a collaborative effort between Stewart and Wal Taylor then of the Cape Peninsula University of Technology, Cape Town, South Africa. We present an excerpt of that Editorial below as we pay tribute.

"Collaboration as a critical success factor in using ICT for capacity building and community development

Welcome to the first issue of the International Journal of Education and Development using Information and Communication Technology (IJEDICT) - an e-journal that provides free and open access to all of its content.

Regional economies and communities are facing increasing economic, social and cultural hardship in many parts of the world as economies adjust to the demands of the new orders of commerce and governance. A part of this is the paradox that regional economies and communities can be either enhanced or disadvantaged by information and communication technologies (ICT) products and services. The potential enhancement comes from the increased social, economic and cultural capital that comes from harnessing ICT products and services in a community sense. The disadvantage comes from the power that ICT products and services have in centralizing commerce, service provision and governance away from the regional community.

Unless we get a greater level of access AND adoption of ICT for education and development at community level, we will miss the opportunity to turn the "digital divide into a digital opportunity for all, particularly for those who risk being left behind and being further marginalised" ("Declaration of Principles", WSIS-03/Geneva/Doc/4-E, Principle 10).

IJEDICT provides a forum for those who seek to address this issue. In particular, IJEDICT aims to strengthen links between research and practice in ICT in education and development in hitherto less developed parts of the world, e.g., developing countries (especially small states), and rural and remote regions of developed countries. The emphasis is on providing a space for researchers, practitioners and theoreticians to jointly explore ideas using an eclectic mix of research methods and disciplines. It brings together research, action research and case studies in order to assist in the transfer of best practice, the development of policy and the creation of theory. Thus, IJEDICT is of interest to a wide-ranging audience of researchers, policy-makers, practitioners, government officers and other professionals involved in education or development in communities throughout the world.

Despite the huge potential of ICT to assist communities to increase their overall well-being through community development, there are relatively few examples of sustained community networks built around ICT when compared to commercial applications, even in the developed countries where the technology has been increasingly available for up to 20 years. Researchers report a wide range of potential success factors and impediments. Pre-eminent amongst these is that collaborative partnerships, social network strategies and the building of social capital at the local level are key issues for the successful adoption of ICT for development.

IJEDICT emphasises collaboration across disciplines, across professions, across institutions, across sectors, and across continents in an attempt to freely share and promote best practice and best research. The journal is itself an example of the usefulness of such an approach, being the result of collaboration between two institutions, one in the Caribbean and the other in Cape Town, South Africa. Indeed, the second issue of IJEDICT will emphasise and broaden this linkage by looking at "ICT for Education and Development in Southern Africa", this issue being edited by Guest Editors Laura Czerniewicz and Tony Carr from yet another institution in Cape Town, South Africa."

Over the sixteen years (2005 – 2021) as you will note in one of the articles in this Issue, authors and the editors have sought to maintain the collaborative approach and the core principles on which IJEDICT was founded.

The Articles in this Issue

In this Issue we present articles by authors from or about Nigeria, Finland, Belgium, Tanzania, and the USA. Among the themes covered, the articles in this Issue focus on tripartite collaboration for use of ICT in community development; a thematic review of the growth across IJEDICT articles since 2005; an exploration of free digital tools in education; use of social media for institutional promotion; use of e-resources among students; and among academic staff and researchers; and perspectives and motivations for use of an e-learning system.

Refereed Articles

In our first article, **reprinted from Volume I, Issue 1, 2005, Stewart Marshall and Wal Taylor** describe two successful community ICT projects resulting from use of a collaborative tripartite methodology involving universities, governments, and communities. The authors note the involvement of the community in all parts of the project, drawing on knowledge of the rich creativity in each of the local communities to create an empowering community network. The role of researchers in universities in facilitating this collaborative approach was emphasized and the authors surmise on the applicability of the methodology for adoption in South Africa and in the small island developing states of the Caribbean. We have chosen to reprint this article as its underlying

message of collaboration embodies the spirit of Stewart's work and his vision for IJEDICT shared in the first editorial.

Our next article continues the tribute by presenting a bibliometric content analysis of 692 studies published in IJEDICT from the first Issue in 2005 until January 2021. The authors **Friday Joseph Agbo, Sunday Adewale Olaleye, Ismaila Temitayo Sanusi & Oluwaseun Alexander Dada** note the review suggests useful implications for researchers, ICT managers, institutions, policymakers, and nations. The authors note the focus of IJEDICT and its intention to promote research and development using ICT in developing nations. The review commemorates the late IJEDICT founding editor and investigates the contribution of academic papers published in the journal to develop education using ICT in developing countries and the thematic growth of the publication forum.

Continuing the theme of free tools, in an article on **Applications of Social Media for Promoting Higher Learning Institutions' Activities in Tanzania**, the authors utilized a multi-case methodology to study HLIs social media usage, effectiveness and the challenges for use. The authors urge universities to actively incorporate social media platforms in the traditional marketing platforms to improve the effectiveness of their promotions. They note that the provision of financial and managerial resources is important to ensure all units at the universities are active and collaborative in social media use.

In this Issue we also present articles on e-resource use among academics. **Kelefa Mwantimwa, Elias Mwabungulu & Mohamed Kassim** in **Academic Staff and Researchers' Use of Electronic Resources in Tanzania: A Comparative Study**, the authors note a difference in access to and usage of e-resources for supporting teaching and research activities among the universities involved. While they note that open access resources are used for teaching and research purposes, the inability to access full text articles, inadequate searching skills, and slow Internet speed were the main challenges reported to undermine effective access to and use of e-resources. A key recommendation of the study is the need for librarians to closely interact with academic staff and researchers through outreach and marketing programmes to enhance the usage of these resources.

In the context of e-learning, in this study on **Instructors' Perspectives, Motivational Factors and Competence in the use of an E-Learning System in a Tanzanian University**, collaborating authors from Mzumbe University and the Vrije Universiteit Brussel, show various instructors' motives for their engagement in e-learning, including their beliefs in the power of e-learning, personal interests, nature of the course, and technological convenience in using e-learning systems to enhance students' learning. While their findings reveal that instructors had average competence in designing and implementing e-based teaching and learning activities there is useful potential for guiding e-learning champions, e-learning instructors, and higher learning institutions aspiring to implement e-learning systems and improving the use of the e-learning system in higher learning institutions in Tanzania.

From the Field

Next, among our articles from the field, **Gaspard Mucundanyi & Xeturah Woodley of the New Mexico State University** shared five tools they have used in developing and teaching online and traditional technology courses at the college level. They focus on some digital tools that provide free access for educators and students. The authors discuss a learning management system tool, a collaboration tool, a search engine tool, a content creation tool, and a content sharing tool that

they used to engage students in their courses. The value of this article can be seen in the continuing impact of the COVID-19 pandemic on the education sector, as many teachers and instructional designers, particularly in developing country contexts have found the cost of some technology tools to be well outside of their financial means.

Research in Progress

In our final article of the Issue, **University Students' E-Resource Usage: Predictors, Problems and Practical Implications**, **Mboni Ruzegea & Sydney Msonde** examine the role of electronic resources in promoting students' learning in higher education. The authors investigate the predicting factors for effective e-resources usage, problems, and practical implications. Their findings indicate higher usage levels of e-resources among undergraduate students, and they propose that education level, Information Literacy (IL) competency, and individual experience are contributing factors to effective e-resources utilization. Integration of IL skills into postgraduate curricula and improving IL training are recommended to expand and improve students' competence for effective e-resource utilization, more so among postgraduate students.

All of the themes that we have covered in this Issue continue the tradition started by our founding editor, to present studies with useful implications for researchers, ICT managers, institutions, policymakers, communities of practice and countries.

Personal Tributes

"I will never forget him because he is the one who opened my door as a new scholar to enter the scholars' room. You know this is a big achievement for me which I will never forget. Some people, friends, even some family members used to mock me and say that I will never even pursue a PhD as a K-12 school teacher, who did not perform well in high school, and worse ...my previous PhD supervisor mocked me also and he used to say that I could not write and my English was poor, but here I am today: Professor Stewart and my supervisor (a South African teaching in Canada) worked with me and proved them wrong.

I am holding a "Black Diamond" from Prof Stewart today."

IJEDICT Author – January 2019, Memorial University of Newfoundland · Faculty of Education

"The APAD staff - retired and current members - were all moved and saddened by the news of the passing of Professor Stewart Marshall, our very own champion and stalwart of the Distance Education movement here in the region and farther afield. Professor Marshall was an important voice and critical leader at the Open Campus during its early transformative years when Distance Education was still a relatively novel concept in the English-speaking Caribbean and was part of the process during the period of what for that time, was radical changes.

Through special initiatives, projects, and partnerships with international agencies such as the Commonwealth of Learning and UNESCO, Stewart brought invaluable knowledge and expertise to the campus in the areas of open and distance learning, ICT and educational technology which greatly enhanced the professional development opportunities for the staff. His expansive research and experiences working in the international arena in the United Kingdom, Africa, Australia and the Caribbean all contributed to establishing a solid foundation for our academic division and the campus and helped steer us into a new era

of distance and online learning. While enjoying his retirement years, he continued to serve as the Chief Editor of the open-source journal that he founded - International Journal of Education and Development using ICT (IJEDICT) until December 2017.

We salute Professor Stewart Marshall, a well-respected, affable, progressive, 21st Century thinker in the education arena. His contribution and service has been invaluable to our regional and international outreach and his warm, disarming smile, lively discussions while sharing his knowledge and experience, and his drive for continuously seeking professional development opportunities for his team, will be greatly missed.”

Staff of the Academic Programming and Delivery Division, The University of the West Indies Open Campus

“I first met Stewart when he was flown to Barbados to be interviewed for the post of Director of the Distance Education Centre. On that occasion he gave a talk on the role of distance education, based in part on his various activities in Australia (it is still preserved on the Open Campus website:

<https://www.open.uwi.edu/sites/default/files/bnccde/docs/marshallstewart.htm>

...He shifted from philosophy when he started work in higher education in 1973, instead being among the first to promote communication studies, and then distance education, first in England, later in Papua New Guinea, Australia, and Swaziland, before “settling down” for several years in Barbados. As a young man he had managed to survive a serious road accident, which gave him an enthusiasm to seize whatever opportunities might arise, and unflinching cheerfulness in the face of an assortment of other medical problems.

As Director of UWI’s Distance Education Centre, he resolutely championed distance education and a policy of open access both to education and to research. Challenged at one Board meeting about the viability of online journals, he created and maintained, almost single-handedly, this journal from 2005 to 2018. He was the main organiser of the fourth [Pan-Commonwealth Forum on Open and Distance Education](#) which was held in Jamaica in 2006. He encouraged colleagues to publish, both in this journal, others he was associated with, and in edited volumes. His networking brought various projects to the University, both to create educational materials and to promote research.

Retirement in 2011 meant only relocation, not relaxation. For a while he was mainly in Atlanta ...but later moved to the home of his partner in Kenya. His partner added managing a hospital to their shared work in distance education and bringing up two young children. Stewart made an enormous contribution, both to the institutions he was associated with, and to the people he met. He will be sorely missed.”

Book/Media Reviews Editor, IJEDICT, The University of the West Indies

We thank everyone that has paid tribute to Stewart in one way or another and for agreeing to share their thoughts.

Finally, we extend a special thank you to all our authors who continue to exhibit tremendous patience during the long delays, while our peer review panels, and our journal managers continue to juggle tasks in our campus environment of changing responsibilities in response to the COVID-

19 pandemic. With the addition of our new team members, we aim to improve service to you our valued stakeholders, and we look forward to the growth and development of our journal, which will be a most fitting tribute to the memory and legacy of Professor Stewart Marshall (1946 to 2021).

We take the opportunity once again to remind potential authors of our journal guidelines that should be observed when submitting articles for publication. Your attention to the author guidelines at: <http://ijedict.dec.uwi.edu/submissions.php#guidelines> will enhance our review process and improve the time to completion by our review panels.

Stay Safe and Well!

Denise Gaspard-Richards
Chief Editor, IJEDICT

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