

## **Editorial: ICT access, acceptance and use in education and training**

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Welcome to Volume 14 Issue 2 of the *International Journal of Education and Development using Information and Communication Technology (IJEDICT)*. This issue brings articles from or about Botswana, Canada, India, Kenya, Morocco, Republic of Benin, South Africa, Spain, Tanzania and Uganda.

The prevalence and adoption of ICT tools in education has often been guided by utopian perspectives without proper research to understand the schooling context and teachers' ICT development needs. In their article, "The discourse on ICT teacher professional development needs: The case of a South African teachers' union", Dlamini and Mbatha report that the findings of their study indicate the need for in-service professional development activities in the use of ICT for teaching, in teaching in multicultural environments, and in classroom management.

Chirwa investigated the "Access and use of internet in teaching and learning at two selected teachers' colleges in Tanzania". The results indicate that whilst the majority (83.2%) of respondents used the Internet for academic purposes, the frequency of using it is not convincing as only 12.5% of the respondents used it daily. The author makes suggestions for improvement.

The article "Technology and task-based language teaching (TBLT): Exploring pragmatics" by Herraiz-Martínez focuses on the teaching of pragmatics in an English as a Foreign Language classroom. Results from this study reveal that action research is a valuable way to increase teachers' pedagogical knowledge of how pragmatics is learners in instructional settings.

In Massive Open Online Courses (MOOCs), the motivation of the learner is imperative for successful completion of the course. In their study "Learner retention in MOOC environment: Analyzing the role of motivation, self-efficacy and perceived effectiveness", Sujatha and Kavitha provide insights to developers/instructors to understand learner intent and design interventions to make learning more personalized that will increase the retention rate.

Despite the use of advanced technologies and financial investment on electronic resources, previous research on e-library systems has shown that potential users may not use the systems in spite of their availability. Liow Thong Hwee **and** John Lee Kean Yew investigated "The constructs that influence students' acceptance of an e-library system in Malaysia". This case study research uses the Technology Acceptance Model (TAM) as a theoretical framework.

Hamisi Mfaume, Margareth Bilinga and Rose Mgaya report their findings in the article "From paper and pencil to mobile phone photo note-taking among Tanzanian university students: Extent, motives and impact on learning". They found that mobile photo note-taking was a common practice at DUCE. The time consuming nature of handwritten notes, speedy lecturing, easy access to notes, peer and technological influence were claimed to be the motives.

The article "Digital competence of Moroccan teachers of English" by Mourad Benali, Mehdi Kaddouri and Toufik Azzimani, presents the results of a research based on the adaptation of the Competence Framework for the Digital Competence of Educators (DigCompEdu) to explore how the teachers perceive their digital competences. They found the critical competences with low average scores included digital assessment strategies, differentiation and personalization, self-regulated learning and facilitation of learners' digital content.

Although technology is available and accessible, adopters of technology at the University of Botswana find it hard to use in teaching and learning. Little research has been done on faculty experiences from a micro level (Instrumentalist) Product Utilization theory's perspective based on diffusion of innovation theory. The study "Information and communication technology use in higher education: Perspectives from faculty" by Dintoe, shows that the majority of faculty use teacher-centered as compared to student centered approach, and they used specific compatible technologies relevant to their teaching experiences in response to the university mandates.

In their article "A 3D playful framework for learning the components of a wind turbine using Kinect", Reyna, Pimentel, Toledo and López conclude that the platform is fully functional and intuitive due to the natural interaction of Kinect and also, that it presents a safe and risk-free environment where users can learn about wind turbines.

Ongachi, Onwonga, Nyanganga, Wangia, Chimoita and Okry examined "Farmers' knowledge, attitude, and perception of video-mediated learning vis-à-vis Farmer Field School on Striga weed management in Western Kenya". There is a need for extension service providers to intensify the use of video mediated learning as it is viewed as a viable and effective tool in information delivery.

The research reported in the article "Social Media Use to Transfer Knowledge into Practice and Aid Interaction in Higher Education" by Bagarukayo, uses Facebook (FB) technology to facilitate a task of students' applying operating systems knowledge to record and upload a video installing a virtual machine and operating system onto a group. Bowers Affordance analysis eLearning design methodology framework was used to match requirements of this task with affordances of the Facebook tool. The results show positive effects of FB on students learning process and experience, include students' putting knowledge into practice, sharing, collaboration, interaction, flexibility and learner-centered activities, among others.

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- *ICT for Education and Development* - a daily, magazine style curation of articles <http://www.scoop.it/t/ict-for-education-and-development>
- *Best Online Short Courses* – a daily blog with reviews of the best deals for short courses <http://www.BestOnlineCourse.info/>

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