

Chapter 84

Female Lecturers' Perception of ICT Integration for Teaching and Learning in University of Ibadan, Nigeria

Airen Adetimirin
University of Ibadan, Nigeria

ABSTRACT

Deployment of Information and Communication Technology (ICT) for teaching and learning affords learners' flexibility in learning such that they can learn as individuals or groups. The dissemination of information by lecturers to learners will also be facilitated by the use of ICT. The University of Ibadan designed a courseware development programme for 20 female lecturers to improve the use of technology for teaching and research. Data was collected using a questionnaire, interview and secondary data. Results revealed that the lecturers found the programme very relevant, appropriate but demanding. The major challenges were limited access to some of the technologies, fluctuation in internet connectivity and poor ICT literacy skills. Improvement in the level of ICT use requires the development of relevant infrastructure and ICT literacy training which were identified as critical for its successful deployment.

INTRODUCTION

Globally, learning is user-centered where the students are greatly considered in the learning process. Students use different technology for personal activities and such technology could also be used for learning as many of them are conversant with them. This creates a user-centered, more interactive and participatory learning environment for them to acquire the necessary skills and knowledge through the use of technology integrated in their courses to meet their needs and subsequently improve their academic achievement.

The lecturer is employed by universities to impact knowledge by teaching students and this can be achieved through the use of technology. Students have different learning abilities and these must be

DOI: 10.4018/978-1-5225-6912-1.ch084

taken into consideration by lecturers. This can be done through the deployment of various technologies which will be appropriate to meet the needs of the different students. This has necessitated colleges and universities all over the world to invest funds to purchasing information and communication technology for teaching and learning (Wong et. al. 2015, Schroll, 2007, Cuban, 2001, Geoghegan, 1995). ICT has been adopted in universities because it has increased the participation of students and interaction among lecturers and students and consequently facilitated the development of competences and skills in Autonomous University of Baja California (UABC) in Mexico and University of British Columbia (UBC) in Canada (Mijares & Chan, 2012). The authors also emphasized the benefit of ICT for education as the creation of varied opportunities for quality teaching and learning without any barrier of geographical location for lecturers and students.

The use of technology by lecturers will also encourage improved use of technology by students. The implication is that lecturers who deploy technology to improve their lecture delivery will also equip students with lifelong skills that will be useful to them after graduation and for their success in the society. Sahin & Thompson (2006) found out that while technology is mostly used in administration and researches, it is rarely used in education because the inclusion of computer technologies for instructional use pose challenges to lecturers' methods, behaviors as well as mental abilities. Some studies have reported that there are still a lot of lecturers who do not use ICT effectively for teaching and learning (Keengwe, 2006, Cuban, 2001, Becker, 2000). This could be as a result of lack or inadequate training programmes for lecturers. However, it is a fundamental need to help and encourage the lecturers to accept these technologies effectively and apply them to their teaching (Schroll, 2007, Niederhauser & Lindstrom, 2006).

The adoption of the appropriate technology to enhance teaching and learning by lecturers require acquiring the necessary skills to use the technology. Lecturers must be persuaded and motivated in different ways to encourage the acceptance and use of technology. This could be done through awareness, seminars and training programmes. Wilson & Stacey (2004) concluded that the teacher's understanding in structuring and facilitating interaction through such a web environment requires effective staff development for them to be confident and competent online teachers.

The use of technology for teaching and learning should be assessed by universities to investigate the extent of use and outcome for improving the quality of education in a society. Some studies have revealed that the use of technology for teaching is not maximally used. This can be due to: teachers' lack of confidence in the role of ICT in learning (Dawson, 2008); reluctance to change from more traditional teaching methods (Barak, 2007); and isolation of the "knowledge of technology" from pedagogical and discipline expertise (Lloyd & Albion, 2007, Mishra & Koehler, 2006). Some educational organizations are able to acquire and access information and communication technology (ICT), but are not still employing it effectively in their educational and teaching programs (Roblyer & Knezek, 2003, Cuban, 2001). This may be due to inadequate training for both lecturers and students.

STATEMENT OF THE PROBLEM

Lecturers are facing increasing pressure to adopt technology for teaching and learning.

Effective ICT integration into the curricula assists students to develop ICT literacy skills that will be used after their graduation (Ezziane, 2007). Romeo *et. al.* (2012) reported that it is commonly accepted that ICT has had a lesser impact in classrooms than expected. This may be due to inadequate institutional support, lack of ICT skills and inadequate training programmed for the lecturers. Studies have reported

11 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/female-lecturers-perception-of-ict-integration-for-teaching-and-learning-in-university-of-ibadan-nigeria/209054

Related Content

Barriers and Challenges: Examining Systemic Barriers Impeding Women's Advancement in Leadership Positions

Ushaa Eswaran, Vivek Eswaran, Keerthna Muraliand Vishal Eswaran (2024). *Empowering and Advancing Women Leaders and Entrepreneurs* (pp. 1-16).

www.irma-international.org/chapter/barriers-and-challenges/348635

English Language Learners With Disabilities: The Importance of Culturally Responsive Teaching

Karina Becerra-Murilloand Josefina Flores Gámez (2023). *Promoting Diversity, Equity, and Inclusion in Language Learning Environments* (pp. 21-37).

www.irma-international.org/chapter/english-language-learners-with-disabilities/325250

The Subjective Side of Success: Children's Stories of a Good Life

Heidi Johanna Layne, Edda Óskarsdóttirand Hanna Niittymäki (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 28-41).

www.irma-international.org/article/the-subjective-side-of-success/145337

Heritage, Identity, and Learning at Stake: Marginalization in a Diverse Spanish Class

Elizabeth Goulette (2016). *International Journal of Bias, Identity and Diversities in Education* (pp. 1-12).

www.irma-international.org/article/heritage-identity-and-learning-at-stake/145335

Students' Self-Efficacy in Learning Science: Predicting Their Success in Science

Sevim Bezen (2023). *Using Self-Efficacy for Improving Retention and Success of Diverse Student Populations* (pp. 247-271).

www.irma-international.org/chapter/students-self-efficacy-in-learning-science/313127