

Chapter 13

Leadership in Pedagogical Integration of Emerging Technologies: A Case of Makerere University in Uganda

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ABSTRACT

Pedagogical integration of technologies is a fairly new concept in education. Educational institutions need to have prerequisite planning for leadership in pedagogical integration of emerging technologies. This chapter investigates institutional leadership that enables educators to build capacity to effectively integrate technology into pedagogy. Using a qualitative case study approach, leaders were interviewed and official documents analyzed. The data analyzed indicate that institutional leadership facilitates increased acquisition of and access to technology devices and facilities. It is found that institutional leadership is pivotal in supporting, training, and innovatively exploring various ways of integrating technologies into the curriculum. It is thus concluded that in this era institutions need leaders who proactively engage in planning for integration of technologies for transformed pedagogic practices.

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INTRODUCTION

Organizations have categories of workers and students who have embraced digital technologies in going about daily routines. The leadership of an institution needs to set out policies that ensure that the led embrace pedagogical integration of emerging technologies to develop its potential to enhance the learning process fully. There is the generic leadership of the entire institution. Still, this chapter will focus on leadership of academic issues, which mainly engages the deans, heads of departments, and coordinators of programs in an educational institution. This is because emerging technologies are proving to be among the most significant forces influencing future educational institutions. Therefore, innovative leadership provides for policies that ensure first the acquisition and then effective usage of emerging technologies leading to enhanced teaching and learning processes and better results in performance. Emerging technologies have enabled enhanced engagement in critical thinking and problem-solving. Therefore, leadership that enables that technologies are effectively used also enhances the ability to engage in problem solving and promotion of critical thinking. According to Anderson, educators have used technology to automate the past instead of employing the best thinking and efforts to create a new future through activities that promote critical thinking. This is because the affordances of emerging technologies are often limited by one's ability to be innovative and creative. Specifically, otherwise well-intentioned leadership seen as reforms has missed opportunities to create learning content and open, modular, and interoperable tools.

Background

Teaching and learning have had a drastic change due to the evolution of technologies, and so is what is considered planned and effective leadership in a teaching and learning environment. Educators from time immemorial have used several technologies, and indeed the technologies themselves have evolved over the years. Educators have also faced several barriers when integrating technology into pedagogy (Beetham & Sharpe, 2013). Often, the challenges and opportunities that pedagogy encounters include a human resource that provides effective leadership to integrate technologies into pedagogy and curriculum. Educators desire leadership that is helpful and supportive in developing the much-needed competencies to be seen as successfully engaging in pedagogical integration of the emerging technologies. Emerging technologies are those technologies that have been around and are coming up to change the face of teaching and learning (Bates, 2015). With emerging technologies, the pedagogical process has been transformed, resulting in the introduction of new definitions of teaching processes, what learning environments can be, and how they are managed (Ng'ambi, 2013). Leadership is the act of being at the forefront of people, and in emerging technologies environment, it needs to be focused on the ability to use technologies in processes (Fullan, 2007) effectively. Policies that support a shift to pedagogical integration of emerging technologies need to be well planned and executed. This calls for support and guidance as the people being prepared for moves through the various levels of understanding and concern regarding the pedagogical integration of technology and its role and value in the instructional process (Wenger, 2015). This has implications on how a leader understands the place for and the role of technologies in pedagogy. In modern pedagogy, the leadership that helps the led to utilize emerging technology resources effectively can fundamentally change every aspect of the educational process and thus improve the quality of education provision. This chapter describes institutional leadership, then delves into integrating emerging technologies into curriculum delivery, then the role of leadership, and perceptions towards leadership that is deemed to enhance pedagogical integration of emerging technologies.

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