

MEMORANDIUM

FOR: UN

FROM: Group Number **1 (one)**; ATHGO Conference, Yerevan, Armenia, 2007

DATE: November 20-23, 2007

SUBJECT: Incorporation of ICTs in Higher Education

Keywords: Online learning, constructivism, higher education, volunteer centers.

I. Action-forcing Event

ICTs in higher education are being used for developing course material; delivering content and sharing content; communication between learners, teachers and the outside world; creation and delivery of presentations and lectures; academic research; administrative support, student enrolment.

Higher education institutions in developing countries are on the whole making the most of computers and software available to them even though challenges including insufficient telephone and telecommunication infrastructure, lack of training resources for teachers, and lack of skilled and experienced information technology specialists to assist with development, maintenance and support of ICT usage in higher education institutions (HEIs) remain.

Coordinated implementation of new or revised policies will likely require the involvement of outside Ministries (such as Telecommunications, Trade, Education) and national private and non-government educational boards and agencies, International companies.

II. Background

Information and communication technologies (ICT) have become commonplace entities in all aspects of life. Across the past twenty years the use of ICT has fundamentally changed the practices and procedures of nearly all forms of endeavor within business and governance. Within education, ICT has begun to have a presence but the impact has not been as extensive as in other fields. Education is a very socially oriented activity and quality education has traditionally been associated with strong teachers having high degrees of personal contact with learners. The use of ICT in education lends itself to more student-centered learning settings and often this creates some tensions for some teachers and students. But with the world moving rapidly into digital media and information, the role of ICT in education is becoming more and more important and this importance will continue to grow and develop in the 21st century.

III. Recommendations

ICTs can provide greater access for different target learners, and have become vehicles for enriched pedagogical experiences, particularly for distance educators and learners separated by time and space.

In concert with geographical flexibility, technology-facilitated educational programs also remove many of the temporal constraints that face learners with special needs. Students are starting to appreciate the capability to undertake education anywhere, anytime and any place. This flexibility has heightened the availability of just-in-time learning and provided learning opportunities for many more learners. Learners are free to participate in learning activities when time permits and these freedoms have greatly increased the opportunities for many students to participate in formal programs.

The Higher Educational Institutions can adopt the policy of distance learning. They can use the computer labs they have, by giving the opportunity to all students to take part in it, by scheduling and organizing them very often to be available to many students to participate.

Also Universities can organize volunteer centers by cooperation with International Organizations, to provide services, do some works inside and outside of University and put the earned money to the fund for improvement of computer laboratories and distance learning centers.

IV. Decision

_____ Approve _____ Approve is Amended _____ Reject _____ Discuss Further