Improvement of Teaching-Learning Transactions through Instructional Technology and Curriculum Formation: Perspectives in East African Countries

Preface

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Education for all is increasingly becoming a driving force for expansion and extension of educational sector in Third World countries. As the number of students and educational institutions increase, it becomes quit challenging satisfying the needs of politicians while maintaining quality in educational institutions. Enhancement of quality education through teaching-learning effectiveness, especially in developing countries, is therefore an emerging issue that cannot remain unattended.

In response to this problem, this special issue includes the following specific topics: Teaching Practice Self-Evaluation Experiences at the University of Arusha-Musoma Centre, Tanzania, ICT and Student Interaction: Experiences at the University of Eastern Africa, Baraton, Kenya, Conceptualizing the Place of Technology in Curriculum Formation: A view of the Four Pillars of Curriculum Foundations, Integration of Affective Knowledge towards Improving Cognitive Skills in View of Bloom’s Taxonomy of Learning and Students Attitude and Views on CRE Teachers’ Role Modeling Practices in Secondary Schools in Makueni County, Kenya.

In order to enhance teaching-learning effectiveness in developing countries (TLEDC), this issue recommends that educational institutions need to maximize availability of ICT resources in order to increase student interaction with teachers, content, fellow Students and administration. This will motivate both teachers and students to make use of ICT facilities for academic interactions. Secondly, the place of technology in curriculum formation needs to be revisited in that it is high time that we begin thinking of qualifying the technological aspect and give the value it deserves in the constitution of knowledge. This is because technology has transcended the role of facilitating knowledge and has indeed become the body of knowledge from which curriculum ought to be anchored.
The issue also recommends strong motivation for teacher educators to continue doing their best in teacher training and calls for university lecturers to put more efforts in giving student-teachers guidance and counselling skills.