

Information Technology for Development (ITD) Journal

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Special Issue on ICT education in developing economies

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Aims and Scope

Information and Communication Technologies (ICT) are fundamental infrastructures for economic development and growth. Their adoption and large-scale diffusion are recognized as a strong enabler and catalyst for economic, social and human change and development. In a globalized world, ICT offer opportunities for new enterprises and for the emergence of new economic activities. By connecting people and giving access to large amounts of information and to wide range of services at affordable cost, people can participate in improving their living circumstances through the development of healthcare, education, environment, and community services.

There is however a gap between people with affordable and reliable access to digital and information technology and those with very limited or no access at all. The digital divide includes the imbalances in physical access to technology as well as the imbalances in resources and skills needed to effectively participate as a digital citizen. Bridging the gap encompasses far more than merely providing computers, mobile phones, and Internet connections. Rather, access to ICT is embedded in a complex array of factors encompassing physical, digital, human, and social resources and relationships. Content and language, literacy and education, and community and institutional structures must all be taken into account if meaningful access to new technologies is to be provided.

Education plays a fundamental role in ICT diffusion and adoption as a large variety of skills, knowledge and attitudes have to be acquired in order to take full advantage of ICT. Education is a continuing difficult challenge for developing regions and countries. It requires appropriately trained human resources, specific material infrastructures, and adequate organizational guidelines and institutions. Most of all, it requires long term strategic vision together with a strong and persistent political will. These enabling factors are generally very dependent on the economic, social, historical and political context of the developing region.

The Journal of Information Technology for Development explicitly addresses global ICT issues and opportunities and publishes social and technical research on the effects of ICT on economic, social, and human development. It endeavours to advance research and practice in the development of scalable IT infrastructures for global development. The topic of this special issue of the ITD journal is Information Technology as a subject in educational programs and as a tool for education in developing regions. This includes first educating people at all levels on the usage of ICT and reducing ICT illiteracy. Second, it concerns more specialized ICT education at university and professional levels with a focus on information systems, business usage of ICT, and transformative power of Information Systems. This includes both academic and industrial research and innovation in ICT and in information systems. A particular concern is exploring challenges facing the creation and the development of doctoral studies and academic research that meets international standards while not neglecting the need to apply knowledge to local problems. Last, this special issue is also concerned with using ICT for education and knowledge diffusion in developing economies. ICT can increase access to education programs by enabling rapid transmission of vast amounts of information, giving access to new curricula, introducing innovative teaching methods, and expanding learning opportunities to remote areas.

The aim of this special issue is to accelerate discussion and theoretical development of the multidimensional roles of ICT in education in developing countries. The scope is broad and acceptable topics range from: theory development relevant to ICT education to practical solutions that solve endemic educational problems in developing economies; government policies for ICT to individual actions promoting ICT education; and undergraduate education to PhD curricula.

The following are a list of sub-topics. We propose them to stimulate ideas and not with the purpose of being restrictive or exhaustive. Submitted research may be theoretical, conceptual, analytical, or empirical in nature.

Topics addressed

- § ICT mass education, Social awareness of ICT and ICT literacy
- § Cultural, linguistic, economic, social and regional factors impact ICT and IS education
- § Comparative cross-regional research, comparing ICT and IS education in developing and developed economies
- § ICT and IS education as a vehicle for bridging communities, for social inclusion and for conflict resolution
- § Conceptual and theoretical perspectives on ICT literacy and ICT mass education
- § ICT and IS curriculum design for developing economies
- § Diversity of skills and skill sets needed in developing economies
- § Pedagogical issues related to educating diverse student bodies (with regard to skill level, gender, race, age, ethnicity, culture or other forms of diversity) in ICT and IS programs
- § ICT and IS doctoral programs, research topics, research methods and "publish or perish" challenges in developing economies
- § Diversity of subject matter within IS programs and problems related to discipline boundaries definition
- § Open Source Software issues in ICT and in IS education in developing economies
- § ICT based distance learning for ICT and IS education
- § Success factors, best practices and assessment methods for ICT and IS education
- § Brain drain and human resources challenges for ICT and IS education
- § Government policy and institutional requirements for IS education in developing economies

- § Identification of government policies that enhance or inhibit ICT and IS education in developing economies
- § The role of academics in developing and implementing government policy for ICT and IS Education
- § Achieving a balance between general theoretical advancement and specific applied research in ICT and IS in developing economies
- § Theoretical foundations that advance the thinking and practice of ICT education in developing economies
- § Key theories for ICT and IS PhD curricula in developing economies that will underpin research on the typical issues facing developing economies
- § Theoretical integration of the multiple roles of ICT and IS in education and economic development

Deadlines

- § Paper Submission Deadline: November 30, 2009
- § End of reviewing process: March 20, 2010
- § Papers due into Publication Office for Editing: April 20, 2010
- § Target Publication Date: 3rd or 4th quarter 2010

Papers Submission Instructions

Authors are invited to submit original papers using the journal submission and reviewing Web site <https://mc.manuscriptcentral.com/itd>. Authors must simultaneously email an electronic copy of each submitted paper to the invited editors (email addresses below).

Submissions to ITD may be either full research papers (maximum 9000 words) published in the main part of the Journal, or commentaries published in the section "View from Practice" (maximum 2000 words). Papers submitted to this journal must contain original results and must not be submitted elsewhere while being evaluated for the Journal of Information Technology for Development. Detailed submission guidelines can be found at <http://www3.interscience.wiley.com/journal/109863476/home/ForAuthors.html>

All papers will undergo a process of one or more rounds of double blind reviewing, please remember to remove all personal identifiable information from the main manuscript before submitting it for review. After initial screening, full research papers will be reviewed by selected members of the editorial board and peers from an international pool for quality, consistency and research contribution. Particular attention is paid to the use of chosen research method.

Questions regarding submissions should be directed to special Issue guest editors:

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