Abstract

Teaching and Learning through ICT in Higher Educational Institutions (HEIs) has attracted global ICT investments of various Governments. However the results of these investments in ICT, that has a target to enhance quality of education remains to be seen and realized. Various factors such as ICT adoption and penetration, ICT infrastructure and equipment and professional development to enhance education using ICT have been limited. Using Wollo University in Ethiopia and Accra Polytechnic in Ghana as case studies, this article reviews institutional, personal and technological factors that can encourage stakeholders, teachers and students to use ICT to enhance the quality of education in these HEIs. The article reviews these factors and concludes that knowing the extent to which the enumerated barriers affect teachers and students of Wollo University and Accra Polytechnic, decisions concerning enhancing ICT quality of education through ICT can be made to the benefit of these HEIs as well as other ones.

References

- C. Buabeng-Andoh "Factors Influencing Teachers’ Adoption and Integration

- Wollo University, Ethiopia, Retrieved From: www.wu.edu.et on 10/07/2012.
- E. M. L. Wong and S. C. Li "Framing ICT Implementation in a Context of
Towards Enhancing Quality in Education through Information and Communication Technologies (ICTs) in Higher Educational Institutions

- R. Kay: Addressing Gender Differences in Computer Ability, Attitudes and Use.
Towards Enhancing Quality in Education through Information and Communication Technologies (ICTs) in Higher Educational Institutions (HEIs)


Index Terms
- Computer Science
- Information Systems

Keywords
- Adoption
- Accra Polytechnic (AP)
- Higher Educational Institutions (HEIs)
- Information and Communication Technology (ICT)

ICT Equipments

ICT Infrastructure

Integration

Wollo University (WU)