Mobility of ICT Services in Namibian Institutions: A Literature Review

Nikodemus Angula

Faculty of Economic and Management Science, Department of Management Science

Abstract. In today’s world information and communication technology (ICT) plays a crucial role in all our lives every day. In the current digital age, many organisations across the globe make use of ICT as a tool to facilitate teaching and learning (Bosamia, 2018). This technology is used to enable the end-user to access content material offered online by portable devices such as smartphone, laptops and so on, which are used for information, speed, and communication anywhere and anytime without physically visiting the location where the service is offered. With the use of ICT, e-commerce comes into play, which enables the end-user to send emails, do on-line shopping instead of market shopping and switch over from classroom learning to e-learning, where class are conducted over the internet.

In the Namibian education system, higher institutions of learning use traditional methods of teaching, which is concerned with the teacher/lecturer being the controller of the learning environment. Hence, power and responsibility are held by the teacher/lecturer and they play the role of an instructor (in the form of lecturers) and decision maker (in regard to curriculum content and specific outcomes through different types of teaching methods such as teacher-centred methods, learner-centred methods, content-focused methods and interactive/participative methods, which are done on face-to-face mode of teaching and learning without embedding fully ICT infrastructures that support teaching and learning.

Keywords: Mobility, ICT, ICT Services.

INTRODUCTION

Information communications technology is considered as one of the platforms that can bring about changes to almost all aspects of lives in developing and developed countries across the globe (Ratheeswari, 2018). ICT has transformed activities such as how people work, how people communicate with each other, how people travel, shop and enjoy their leisure time. ICT has changed business processes of many organisations as it enables business houses to use information systems to integrate activities carried out daily, weekly and monthly to produce statistical reports that would aid in the decision-making process (Ratheeswari, 2018). Information and communication technology is one of the widely used technologies in today’s world since it is beneficial to the end-user and as well as many organisations across the globe as it can be used to reduce the environmental footprint of other activities (Hankel et al., 2019).

In the Namibian environment teaching and learning is through different types of methodologies such as teacher-centred methods, learner-centred methods, content-focused methods and interactive/participative methods, which are done using face-to-face modes of teaching and learning without embedding fully ICT infrastructure that support teaching and learning. The Namibian education system lacks a centralised online platform for self-study, acquisition of new skills and self-improvement using material provided by Namibian higher education institutions.

BACKGROUND

Over a couple of years, ICT has been used in many organisations, including schools and churches, to improve the business processes, which has transformed how businesses, schools, church operate by generating a vast
amount of information in our society, resulting in a knowledge-based society (Hernandez, 2017). ICT enables accumulation of information in real time and provides a boost for social interactions (Aguilar 2012). Information and communication technology in today’s world plays a crucial role as it enables many businesses and governmental agencies to sell and buy products and offer services over the internet (Review, 2003).

DISCUSSION

In the Namibian education system, there is a lack of a centralized online platform for self-study, acquisition of new skills and self-improvement using material provided by Namibian higher education institutions, public enterprises, NGOs, Vocational Training Centers (VTCs), government agencies and ministries. Angula (2020) proposed a Namibian education portal that acts as a centralized online platform open to all members of the public serving all the aforementioned purposes.

RESEARCH QUESTION

What is the current mobility of ICT services offered in higher education institutions in Namibia?

RESEARCH METHOD

The study conducted a literature survey using the Namibia education portal developed by Angula (2020), which assisted in providing information regarding the mobility of ICT services offered in higher education institutions in Namibia.

THE TECHNOLOGY DEMONSTRATOR

Only registered users can log into the system, which is open to everyone, i.e. students, educators and members of the public, and can share varied educational content with other Namibian organisations, not limited to educational institutions.

Figure 1. Namibia education portal Report Screenshot.
TYPES OF PORTAL USERS

This portal has three types of users such as administrator, institutions and students and public members. The administrator can do everything on the system, creating users, institutions and categories of institutions uploaded on the portal. Institutions can upload material for institutions only. Public/students will be able to read the material uploaded on the portal.

HOW TO TRANSFORM THE LITERATURE REVIEW INTO A RESEARCH CONTRIBUTION

In order to turn this essay into a research contribution, several steps need to be taken. To start with, because this essay focuses on the mobility of ICT services offered in higher education institutions in Namibia, the study assumes that Namibian public education institutions are interested in the Namibia education portal. The Namibian ministry of education will support the research.

CONCLUSION

Mobility of ICT is crucial in an organization as it adds value to teaching and learning by enhancing the effectiveness of learning. After the inception of ICT in schools, students found learning in a technology-enhanced environment more stimulating and engaging than in a traditional classroom environment.

RESEARCH QUESTION REVISITED

What is the current mobility of ICT services offered in higher education institutions in Namibia?

According to the study done by Angula (2020), in the Namibian education system there is a lack of a centralized online platform for self-study, acquisition of new skills and self-improvement using material provided by Namibian higher education institutions, public enterprises, NGOs, Vocational Training Centres (VTCs), government agencies and ministries.
FUTURE RESEARCH
The study recommends future researchers to consider aspects that were not covered in this research paper and explore the various types of educational content shared between organizations.

REFERENCES


