
ICT and the Dynamics of University Education

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Abstract

Information Communication Technology (ICT) has come to reposition the Nigerian university system to meet the dictates of the 21st century, World Class University System. ICT greatly facilitates the acquisition and absorption of knowledge, offering universities unprecedented opportunities to enhance teaching, learning and research objectives. ICT adoption has begun to have a presence in Nigerian universities, but the impact has not been effective as in other sectors of the Nigerian economy. Major factors inhibiting ICT adoption and effective utilization are poor physical infrastructure and communication connectivity infrastructure. This paper highlights educational policy and ICT, the present status of ICT, challenges relating to infrastructure, financing, capacity building and future directions of ICT in university education. The paper also seeks to explore how this will impact on the way university education will be delivered in the future.

Introduction

Recently, the role of information communication technology in enhancing educational growth has been a subject for discourse in the academic literature. Arguments are that the development of a modern nation to its full potential in contemporary world can never be attained without adequate participation in global knowledge milieu. The core components of ICT development fall under the scope of education and infrastructure building. For Nigeria and other developing countries in general ICTs have the potential for increasing access to and improving the relevance and quality of education. Hence, Hoftman (2001) suggested that successful implementation of ICTs need to address five interlocking framework for change: the