Notice to Authors

Due to the overwhelming number of submissions to IRRODL, the journal has already met its publication quota for 2019. As a result, for a period that will not exceed six months, IRRODL will no longer be accepting submissions after May 1, 2019. In order to improve our service to the academic community, and to ensure a six month review to publication cycle, IRRODL will be moving to a regularized publication schedule in 2020. More information will be provided later this year.

We thank our authors, reviewers, and readers for their unwavering and exceptional support in making our journal one of the world’s most successful, open access journals in the field of open and distributed learning.

Research Articles

Technology-Enhanced Learning in Developing Nations: A review

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Abstract

Technology-enhanced learning in developing nations: A review

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Learning ‘using’ technologies has become a global phenomenon. The Internet is often seen as a value-neutral tool that potentially allows individuals to overcome the constraints of traditional elitist spaces and gain unhindered access to learning. It is widely suggested that online technologies can help address issues of educational equity and social exclusion, and open up democratic and accessible educational opportunities. The national governments and non-governmental agencies who fund educational endeavours in developing countries have advocated the use of new technologies to reduce the cost of reaching and educating large numbers of children and adults who are currently missing out on education. This paper presents an overview of the educational developments in open, distance, and technology-facilitated learning that aim to reach the educationally deprived populations of the world. It reveals the challenges encountered by children and adults in developing countries as they attempt to access available educational opportunities. The discussion questions whether, in face of these challenges, developing nations should continue to invest money, time, and effort into e-learning developments. Can technology-enhanced learning help address the poverty, literacy, social, and political problems in developing countries?

**HOW TO CITE**


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Introduction
As part of the Curriculum 2016 Change Programme the University of Hull is drawing on, adapting and synthesising the insights of a number of existing theoretical and conceptual frameworks for, and empirically-informed approaches to, curriculum design and teaching, learning and assessment. Together these create a unique model and framework for curriculum and pedagogic design at Hull. This briefing document provides further information on how we can develop our approaches to teaching and support learning of all students through our use of technology.

TECHNOLOGY-ENHANCED LEARNING
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We introduce and develop a number of ideas that underpin the coherence of the collection. Learning is, of course, at the centre of our concerns – supporting other people’s learning is the point of our enterprise. But we approach this indirectly. 1. Enhancing the quality of learning and teaching remains the primary driver for considering using TEL: meeting student expectations and improving access to learning for students off campus remain at second and third place respectively in the rankings. Improving access to learning for distance learners has risen to fourth place in the rankings. Quality online learning is not a cheap option. Through collaboration, institutions can achieve significant economies of scale and more rapid development and adoption of technologies, for example in the development of learning resources or in sharing the risk of developing new forms of provision. Since its inception by the United Nations Educational, Scientific and Cultural