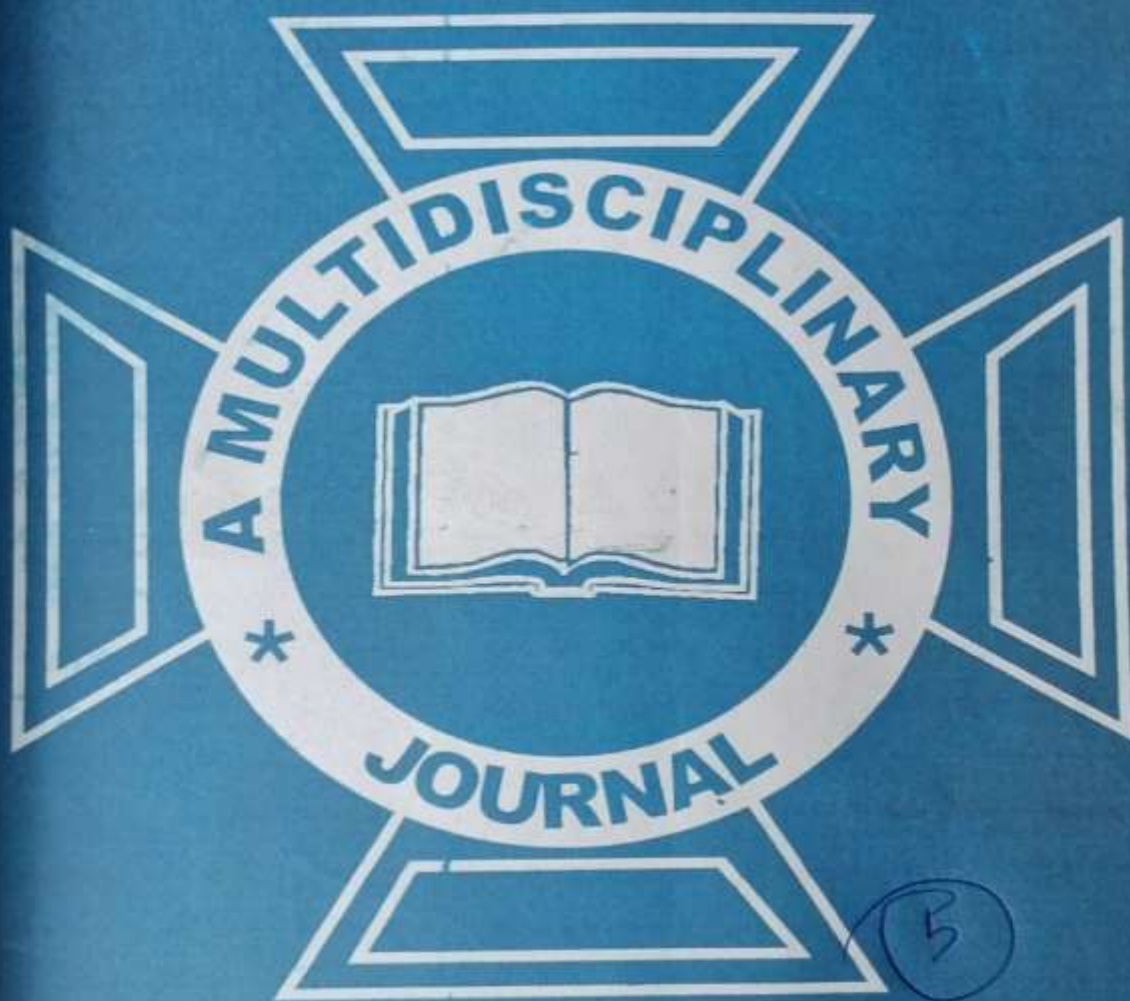


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THE ROLE OF COMPUTER – BASED EDUCATION IN HIGHER INSTITUTION IN NIGERIA

Atajeromavwo Edafe John and Konyeme Ese Josephine

Abstract

This paper focuses on the concepts of Computer and Technology, which are gradually becoming household words in Nigeria. However, not many higher institutions in Nigeria have imbibed this trend in their educational system; that is, the need for computer to enhance teaching in our educational development. The paper deals with different methods of teaching with the aid of computer through on-line (on-line education) and its advantages. It concludes by providing some recommendations that would improve the development of computer-based education in Nigerian higher institutions.

Introduction

Education is the process of developing knowledge and ability in learners for personnel and societal enhancement (NOUN, 2004). This is true, though globalization has made education a crucial element of socio-economic development. Learning is no longer an initial activity preparing one for a productive life; but rather a continuous necessity to cope with society's changing demands. In modern Education System ICT is the bedrock, which can make modern education system to function effectively. We are in a new world of globalization. Whatever happens in one part of the globe is transmitted very quickly to other parts through the mass media and Internet. This is made possible by new technologies known as ICT, which is an acronym for Information Communication Technology through the linkage of telecommunication, computers and electronics.

Technology is a vital backbone of the development of any country. Technology is the gradual change of one technique to a new innovation to accelerate development of any nation. The national goal for education is to ensure national development in the areas of science and research for better living conditions; good health, improved transportation, communication system and enlightenment among others.

A computer can be regarded as a machine for executing precisely stated instructions with accuracy, versatility, speed and great reliability (Atajeromavwo, 2001). Litvin and Litvin, (2001), defined Computer as a universal programme device. It can model nearly any task that involves logical and arithmetic operations. Teachers and media specialists all over the world are aware that classroom activities for teaching and learning of science can be programmed and presented on computers.

The purpose of this paper is to draw attention to the importance and the need for computer education in Nigerian schools, especially our higher institutions of learning. In Nigeria today, all higher institutions of learning do not wholly accept the introduction of Computer Education. This is because computers are expensive to purchase and maintain, and government patronage of computer education is low. For a number of years, educators and employers have been talking about the enormous potentials for Computer-based education and training, but changes have been very gradual.

The reason for the gradual change is that it is capital intensive. Computers in schools and offices that have been installed without an understanding of the educational processes required to take advantage of the new technology. In many cases, information technology investments have been geared towards automating old learning processes instead of designing, discovering, or learning new techniques. Although, technology-based education is impressive, knowing how to use it effectively is still an art that few people understand clearly or possess the necessary skills for.

Kalakota and Whinston of the University of Rochester, New York and University of Texas, Austin, explained that explosive growth of technology is fueling a new wave of teaching tools: computer-aided video, CD ROMs, LANs, internet connections and collaborative software environments. Because we do not know how to use the emerging technology, there is an ever-widening disparity between technology and its proper use in the educational context. On the bright side, this new generation of technology promises more than just an improvement. It may finally deliver a qualitative change in the nature of learning itself.