An Assessment Study of the Effective Technology Use and Integration in the Smart Schools Project Malaysia

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ABSTRACT

The incorporation of information and communication technologies (ICTs) into teaching and learning is continuously growing as a result of the influence of both internal and external pressures from governmental and non-governmental agencies and the communities. The information society expects schools to acquire appropriate technology skills and abilities needed for impacting knowledge and its dissemination. This work reports on a study that assesses the use of ICT as an instructional tool used to meet demands and best practices in teaching and learning in the Malaysian Smart Schools (MSS). The study focuses on vision alignment, range of technology use, its implementation to support learning, culture of learning and innovation, administrative processes and operation, relevance and learning environment as success indicators for the assessment of the effective technology use and integration in the teaching and learning strategies of the schools. An inductive approach was used to investigate these indicators. It uses both primary and secondary data to find-out school-based technology developments of the MSS, determine schools' success in the context, output and ICT usage that reflect the Digital Society and the 21st Century Skills, and the schools learning environment, culture and innovation. The evaluation criterion is based on enGauge, a framework for the effective use of technology in schools developed by the North Central Regional Educational Lab (NCREL). The conditions and indicators provided in the framework are used to test the degree to which ICTs have enhanced learning and teaching practices as it conform to the best practices provided by the government institution of education. The results were assessed on a 4-Stage level of technology integration provided in the framework and the success factor was measured and recommendations for improvements are suggested for each indicator assessed.