

Learner's Resistance to ICT-enhanced Learning

Introduction

According to Cuban (1986), ICT encompasses new and older technologies such as the telephone, radio and television. Although these technologies are less important, they have a longer and richer history as instructional tools.

Besides, the United Nations report (1999) stressed that ICT covers internet service provision, telecommunication equipment and services, information technology equipment and services, media and broadcasting, libraries and documentation centres, commercial information providers, network-based information services, and other related information and communication activities. Adeya (2002) offers a more simplified definition of ICT. He describes it as an 'electronic means of capturing, processing, storing and disseminating information'. Pelgrum & Law (2003) offer another definition. They point out that the term ICT refers to "multimedia, the Internet or the World Wide Web, as a medium to enhance instruction or as a replacement for other media". In other words, ICT refers to the computing and communication facilities and features that variously support teaching, learning and a range of activities in education or in other domains. In spite of this, ICT-enhanced learning/ teaching may impose steep learning curves on both teachers and students.

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ICT-enhanced Learning helps the learner to shift to a learner-centred environment and puts a part of the teacher's responsibility on the shoulder of the learner so that he can develop his autonomy and self-confidence. Unfortunately, there are some learners who favour neither ICT-enhanced learning nor the learner-centred approach simply because they believe that ICT-enhanced learning and the learner-centred approach violate the conventions, the prevailing norms, of the pre-existing pedagogic contract that sets the tone of the teaching-learning relationship between students and teachers - a relationship that requires a level of trust on behalf of the student that the teacher will indeed use their competencies, knowledge and skills to facilitate learning. Davis and Steiger (1993:736) make the point that "any time a teacher decides to break the

conventions of the pre-existing pedagogic contract, s/he must expect student resistance and be prepared to justify why such a break is occurring”.

Besides, students resist to ICT-enhanced learning for the following reasons as stated by Weimer (2002:151):

1. they are not ready to take more responsibility for their own learning,
2. ICT-enhanced learning increases the amount of work. This resistance is an objection to the pain associated with the hard work of learning.
3. the fear becomes a major anxiety for students who face learning tasks without confidence in themselves as learners
4. Good lecturers may feel awkward when they start using ICT-enhanced learning methods.

We must admit that the initial teacher awkwardness and student resistance are both common and natural. Therefore, what is important is that the teacher should work towards removing these inadequacies to develop learner self-confidence which inevitably leads to self-reliance.

It is important to note that, in ICT-rich settings, both teacher and student are learners who try to acquire knowledge through construction and discovery. The teacher is no longer the source of information nor is he the transmitter of knowledge. However, a tendency to perceive the value of ICT in terms of transmission and delivery still widely prevails.

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