

INFORMATION COMMUNICATION TECHNOLOGY IN LIBYA FOR EDUCATIONAL PURPOSES

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This report looked at the concept of educational technology and the problems as well as the prospects of Information Communication Technology (ICT) in Libya. The report referred to educational technology as application of engineering principles or technology to instrumentation useful to the process of teaching and learning in Libyan education system. The emergence of ICT revolution in Libya has affected the development of educational technology in our institution of learning as there has been relative awareness of the vital role of information in nation building. The report assessed the benefits of ICT in conjunction with the new paradigm in educational technology as being capable of affording students especially post primary and undergraduates the opportunity of life long learning.

The report views the concept of educational technology as crucial to the advancement of teaching and learning as they are functionally interrelated with each other. The report averred that instrumentation can afford a more efficient and effective control over learning situation as well as providing interest, meaning and enrichment to the whole learning experience. From the observation, it is now known that, various techniques of shaping behavior can and could be applied to materials used on television, radio, records, computers and video disk drive all of them go to increase the overall impact in terms of the teaching and learning that takes place in the classroom.

The purpose of this report is to review the use of Information Communication Technology (ICT) in support of science education. The ICT affected the development of educational technology in our learning in primary and high education institutions in Libya. It attempts to describe current practice and to identify and to clarify some of the issues that face schools and colleges in trying to improve the ways in which they make use of new technologies to enhance teaching and learning in science.