

Towards Integrating New Technologies in Communication Education in Nigeria

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Abstract

Communication educators have the responsibility to train and nurture young learners to ensure good understanding and practice of mass communication especially in the key sequences of Print, Public Relations and Advertising, Film, Broadcast and the New Media among others. The explosion of the new media, however, has presented obvious skills challenges, which have the prospects to affect educators' capacity to effectively and efficiently conduct teaching in the key relevant areas. This study aims to determine the current digital status of Nigerian educators, the extent of their digital compliance as well as their level of awareness of the fundamental technological requirements for contemporary communication education. Through qualitative and quantitative approaches, the paper assesses the prevailing situation in delivering learning to the digital natives within relevant institutions, the challenges associated with it, the level of professional development programmes available to communication educators and the extent to which they are equipped for teaching digital natives. Result indicates low level awareness of the basic and applied technological requirements of communication teaching among communication educators. It is suggested that a deliberate step be taken within the ivory towers to address the situation. The authors therefore propose the NOUN's Open and Distance Learning approach for enhancing educators' professional capacity for 21st communication education.

Keywords: Communication, Digital Immigrants, Mass Communication, Digital Natives, Educators, Film, New Media.