USING WEBSITE TEACHING PARADIGM IN TRANSPORTING NIGERIA FROM NEGATIVE TO THE POSITIVE SIDE OF THE INTERNATIONAL DIGITAL DIVIDE

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Abstract
This work seeks to make available information to facilitators who have shared interests in the website pedagogical e-learning platform. The website teaching paradigm allows educators to place course contents and other related materials on a website and utilize them to supplement face to face teaching in the teaching-learning process. This paradigm provides an inertia stride to the positive side of the international digital divide; desiring to create easy to use, pedagogically useful, visually pleasing and easy to maintain course website for the e-learning paradigm. The work presents website pedagogical benefits and gives constructivism as its theoretical consideration. The concepts of International Digital Divide; Website and choice of its authoring soft ware; needs assessment for starting a Website course teaching and steps in producing and utilizing Website in instruction process are discussed. It also presents the process of transporting Nigeria from negative to positive side of the International Digital Divide using Website teaching. Recommendations are given to education stakeholders including that; Nigeria as a country should formulate e-learning policy for her education system and institutions of learning should organize for general e-learning governance plan as well as establish training outlets to train her staff on how to create and use this in the teaching-learning process.

Key Concepts: Website, Teaching Paradigm, Transporting, Negative side, Positive Side and International Digital Divide.

Introduction
Paradigm shift refers to a move from one way of thinking to another. It is a sort of metamorphoses; a revolutionary transformation, driven by change agents; a radical change in underlying beliefs or theory. According to Wikipedia (2007), it is scientific advancement with a "series of peaceful interludes, punctuated by intellectual violent revolutions", which "one conceptual world-view is replaced by another". That is a shift in a paradigm. In education, e-learning specialists with the use of e-resources serve as agents of change or the shift in the more traditional chalk, talk and text method to e-learning paradigm. A shift in the format of information presentation, a shift from teacher centred-knowledge-emitter education to learner centred where the learner assumes responsibility for his learning process.

Modern theories have anchored current learning practices with the use of e-resources that in the paradigm shift have placed learner in charge of arranging his learning environment, managing it and constructing his learning ideally at his pace. Monereo, Fuentes, and Sanchez, in Ikyumen (2012), emphasized that, "lack of ability in e-resources use in learning process (e-learning) that provides e-literacy, defines a new type of illiteracy and alienation from the modern society", polarizing global world into positive and negative digital divide.

International Digital Divide
The use of e-resources in instructional process is a new trend globally and has become part of the rapid communication technological advancement, for e-learning (Ikyumen, 2012). The practice has formed the current paradigm in the global education system, pushing all countries of the world to redesign and provide for the e-learning format to equip their citizenry with the skills, abilities and enthusiasm to utilize the e-resources in everyday life. According to Ikyumen (2011) and Ikyumen (2012), the countries that have provided e-resources, platform for its use in education are referred to as being on the positive side of the international digital divide, while

those that are not using the platform in instructional process are on the negative side. It becomes imperative for every country to equip their teachers with skills that would make them relevant to meet the changing education and development of the societal needs.

Theoretical Framework

This study is based on the constructivist theory of Bruner, which learning is considered as an active process in which learners construct new ideas or concepts drawing from their past/present knowledge. Here the learner will have to select, transform information and make decisions based on his cognitive structure like schema, imagery, memory and mental modes to provide meaning and organization to learning materials provided on the website beyond the given information. Learners have the opportunities to discover principles by themselves as the facilitator in designing the website translates information to be learned into a format appropriate to the learner's state of understanding.

Website

The "Web" refers to interconnected sets of e-resources found in different geographical locations, owed by different individuals and institutions, which when diagrammed, looks like a spider's web. It specifically refers to the World Wide Web and is normally captioned "the Web". Website refers to a definite Internet resource located with a Web address, which the searcher can quest or click on the link to 'return' the event; 'the Website' (Ikyumen, 2013).

When used in teaching, the resource person prepares the entire relevant and needed course materials and hosts on an institution Website with relevant links and reference buttons, which provide links for more information (Horton, 2000). The Web is produced with the Web authoring tools, refers to as the 'Web authoring soft ware'. These are of two main types; the text editor and the visual layout tools. According to Horton (2000), the text editor is used in writing the HTML in the text mode, and use a browser to preview the page layout, while "What You See Is What You Get" (WYSIWYG) layout tools is meant for designing pages in the layout mode. To him, with the use of the WYSIWYG tool, you can position text and images on the page, and software generates the needed codes to display the page in the Web browser. The Institution should make use of qualified and experienced Web authoring personnel to choose software(s) for campus computing department that is easy to use, and can serve on the average, the whole institution as a community.

Of paramount importance, any institution implementing e-learning should create a training outlet to train her educators on creating Websites and using it in facilitating learning, (Ikyumen, 2012). They should also motivate and encourage educators to utilize the Websites in the teaching-learning process. It is also important to determine how the Website will be used in relation to the time available and the total components parts of the learning activities. How a Website would be used in teaching affect it's planning and design. If you wish to use the Website in communication (discussion areas and other feedback mechanisms), it should be considered from the design and development stage so that provision will be made adequately for it. It will also affect the time made available to students for such interactions (Horton, 2000). This will demand very often updating of the Website for optimum functionality and coping with arising challenges.

Needs Assessment for Starting a Website Course Teaching

For an individual or group of facilitators to succeed in designing, developing, producing, hosting and utilizing a website, they have to carry out the following needs assessment:
(i)   Define your objectives for the website.
(ii)   How would the curriculum be incorporated into the course web?
(iii)   What impact would the website make on the learner and course of study?
(iv)   What support do you need from the computer department for computer based project or how ready is your Institution to support it from another Institution?
(v)   What software for designing the website has the Institution provided for course website development?

(vi)   What facilities are available for the course web development in your Institution?
(vii)   What is the source of funding of the website?
(viii)   Seek to develop the project on formats that are compatible with portable e-resources (Ikyumen, 2012); hence learners find it more convenient to access information on these resources than to be tied down in the school or commercial cafes.

The steps in producing and utilizing websites for course webs which are designed to supplement face-to-face teaching as suggested by Horton (2000) are:
(i)   Planning the project with care,
(ii)   Converting course materials and developing new contents,
(iii)   Develop the website,
(iv)   Incorporating the website into your teaching method
(v)   Evaluation.

The process of producing Website has to start with the digitization of both the course and related or reference materials. This will entail typesetting texts and graphics on the computer (or any digital device), importing objects from other sources and seeking copyright permission where required, captioning images on the digital camera or scanning photo objects. It involves recording audio materials on digital media, or transferring needed audio or visual clips for multimedia production that need incorporation of narration. It requires incorporation of different media on the designed course website, which is capable of providing the learner with visual, audio and other multimedia learning experiences. To provide the learner with extended versatile rich leaning experiences, you can add various links for supplementary as well as complementary websites (Horton, 2000). In this way, you will succeed connecting your learners to one another and other rich web resources around the world.

Transporting Nigeria from Negative to Positive Side of the International Digital Divide using Website Teaching
Website is just a means of integrating technology into the classroom or in the learning environment and process. There are several e-resources that are versatile in application in the process of learning, singularly or in multimedia approaches; in assisted form or in an enriched form (Ikyumen, 2012). We also have course management softwares like the MODULE and several online scholarly facilities like video conferencing, teleconferencing and skype in education (Ikyumen, 2009). These constitute the various components that make up the e-learning; the current paradigm shift in education across the world. It is of paramount importance to acknowledge the fact that, the more traditional chalk, talk and text paradigm that constituted the analogue and teacher centered approach had been in custody of practitioners that have the will power to either accept or reject the shift in the paradigm.

Any new paradigm, according to Wikipedia (2007), "is always opposed, ridiculed, grudgingly accepted, and then finally adopted – usually after the generation in power has left the stage". The paradigm is not simply the current theory, but the entire "world-view" in which the paradigm exists, and of the implications which come with it. In the current paradigm shift, learners play active and proactive roles with the e-resources tools to create their subjective constructs of reality. Obviously this is based on the features of landscape of practice that educators can identify around them. The present world educational practice constitutes of practitioners and custodians of the established, prevailing teacher centered as well as 'teacher as the knowledge emitter' paradigm and a shift that encompasses learner centered, active and proactive learning environment creation, and knowledge seeking episode will pose treats to the existing system.

The custodians of the existing paradigm had invested their whole lives developing the paradigm, and fashioned their profession, fortune and hope around the paradigm, which act as the core and giants whose shoulders new generation should stand. That is to say, they should protect it and be ready to resist any change that will frustrate this investment and hope with all vehemence. Like with the scientific revolutions, there are anomalies for the paradigm with

various levels of significance to the practitioners of the time that can be brushed away as acceptable levels of error, or simply ignored and not dealt with (Wikipedia, 2007).

The process of implementing Website instructional paradigm will therefore have to be developed along with other components of the e-learning implementation plan. This process includes but not limited to manageable governance plan of Design and delivery, support services and business services. According to the E-Learning Implementation strategy and plan for the University of Zuliland (University of Zuliland, 2009), will comprise of programme planning, product design, development and assessment and user support. All issues will be coordinated by and reported to the institution director of E-learning. That will incorporate the existing administrative structure that will carry along every functional member of the academic community, fostering acceptability and adoptability of the paradigm.

Conclusion and Recommendations

The work made case on the use of website teaching paradigm in transporting Nigeria as a country from negative to positive side of the international digital divide. Key concepts were considered, with the work anchored in the theoretical foundation of constructivism. Having presented relevant issues on the paradigm and considering the fact that Nigeria as a country has neither developed her e-learning policy nor reviewed her curriculum to integrate e-resources in the teaching-learning process, has fallen on the negative side of the international digital divide. The following recommendations are made:

(i)   Nigeria as a country should formulate the e-learning policy and review the curriculum to integrate e-resources particularly website teaching paradigm in the teaching-learning process.

(ii)   Every institution should formulate their e-policy and structure their e-learning implementation plan.

(iii)   Every institution should employ and train the e-learning specialist to oversee the activities of e-learning generally and website in particular.

(iv)   Every institution should acquire web authoring tools, particularly the Web authoring soft ware to be used by the whole institutions' staff.

(v)   Every institution should conduct the needs assessment for starting a website course teaching and implement accordingly.

(vi)   Every institution should integrate the Website teaching method in the teaching-learning process.

(vii)   Institutions should mount the institutional training outlets to develop the e-resources potentials of their academic community.

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