

Enacting Educational Technology Affordances as Mechanisms Responsible for Gaining Epistemological Access: A Case of Underprivileged Students at Higher Institutions in Northern Nigeria

Authors : Bukhari Badamasi, Chidi G. Ononiwu

Abstract : Globally, educational technology (EdTech) has become a known catalyst for gaining access to education, job creation, and national development of a nation. However, it is common understanding that higher institutions continue to deploy digital technologies, to help provide access to education, but in most cases, it is somehow institutional access not epistemological access especially in sub-Saharan African higher institutions. Some scholars, however, lament the fact that studies on educational technology affordances are mostly fragmented because they focus on specific theme or sub aspect of access (i.e., institutional access). Thus, drawing from the Archer Morphogenetic approach, and Gibson Affordance theory, and applying critical realist based Danermark model for explanatory research, the study seeks to conduct a realist case study on underprivileged students in Higher institutions on how they gain epistemological access by enacting educational technology (EdTech) affordances.

Keywords : affordance, epistemological access, educational technology, underprivileged students

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