

ARE ICT BEING USED CORRECTLY? SMALL REFLECTION ABOUT CORRECT USING OF ICT IN EDUCATION

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Dear readers, I would like to thank for the space for writing a short reflection about one of the problems, which is occurring in education. Information and communication technologies (ICT) are considered a tool, which could help understanding of the curriculum by the pupils and also the attitude toward any school subject will be better, when ICT are used. The probability, that it is true is very high, but it depends on many facts, which are very often neglected. There are still existing teachers, who think, that using of computer and the preparation of power point presentation is sufficient. It can be appropriate at the beginning of ICT application in the schools. Nowadays the situation is different. In the digital world, many software, applications and other things connected with ICT are existing. And this fact can cause the problems on the side of pupils and also on the side of teachers. The persons, who are interested in the learning and teaching process (not teachers) want to use ICT from teachers, but the reason is only administrative “the using of ICT in the classes”. But this situation can be damaging and not effective for the teaching process. I think, teachers are a little bit frightened about using of these tools, in many cases, the technical staff brings the whiteboard and gives it to the wall of the class. The teacher is without any training how to use the whiteboard, he does not know what are the characteristics of the using of the whiteboard. Because the whiteboard is installed in the classes only due to any project outcomes and by the control of project organization the whiteboard is turned on and it means the whiteboard is successfully used in the teaching process. But the real situation is different, the whiteboard is not used, teachers do not know how to use it and what are its advantages and disadvantages. It is only one example of the incorrect using of the ICT in schools. However, the present time is bringing new challenges for teachers and also for pupils. One important thing is to realize, that the using of ICT is not only in classes, but also in out-of-school activities. The teachers were alerted, that the using of ICT is only in the schools, but in many cases the teachers did not catch the massive and huge advent of the using of social sites, also the using of smartphones and other mobile devices, which can influence the communication and also teaching process (Vazques-Cano 2014; Zaranis, Kalogiannakis & Papadakis 2013). Via the Internet, children are now able to surf and search for information, play games, watch videos and even make use of numerous online services such as making and receiving VoIP calls using Skype. Also mobile learning (m-learning) influences the life of teachers and pupils. M-learning is a rapidly developing paradigm driven by exponential changes in the capabilities of mobile technologies and their integration with Web 2.0 social software. The worldwide market share of mobile devices is increasing, eclipsing traditional computer ownership (Cochrane & Bateman 2010). M-learning (mobile learning) technologies provide the ability to engage in learning conversations between students and lecturers, between student peers, students and subject experts, and students and authentic environments within any context. It is the potential for mobile learning to bridge pedagogically designed learning contexts, facilitate learner generated contexts, and content (both personal and collaborative), while providing personalization and ubiquitous social connectedness, that sets it apart from more traditional learning environments (Cochrane & Bateman, 2010).

But, there is a need to alert teachers on the possibility to use ICT in the different way than they were accustomed. This will be a very demanding way, because pupils are in the front of the teachers, they are using smartphones and applications more intuitively and they are eager to learn new things connected with these devices. I think, that the connection of these devices with the educational applications could bring the increasing motivation about school subjects. So, on the other hand, there is a big need to motivate teachers to learn to use new devices and electronic platforms and it is needed to remember it is a never-ending story, because ICT world is very progressive and rapid. The correct using of ICT in the learning process is a very important part of education, because if students do not obtain quick and reliable kinds of information from teacher, they are able to find required information alone, and the information could be from the unverified source and it can create wrong understanding of the phenomenon. So, politicians and all persons connected with the education system could think about the correct using of ICT, because the incorrect using could bring hard removable misconceptions. This editorial is only a small essay about the common using of ICT, each of us has got different views on this phenomenon. Maybe, in the other issues we can discuss about it.

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