

Inclusion of Ict During the Transformation of the Environment of Learning of the Current with that One in the Centre for the Students – Experience and Attitudes of the Teachers

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Abstract

The integration of the technology in education will mean a lot for the basic skills of computerizing and computers programs in a classroom. Effective integration of these technological skills should occur across the curriculum in ways that studies show deepening and enhancing of the learning process. The purpose of this paper addresses the fundamental issue of how schools, teachers and students are ready to use the basic tools of ICT (radio, TV, mobile phones, computers, laptops, projector, application programs, Word, Excel, Power-Point etc.) during the teaching / learning process, knowing the rapid development of technology. Given the fact that the population in Kosovo consists mainly of new age, youth (age 15-24) who include 55. 3% of the population involved in the educational process www.ks-gov.net/esk, then from these data we can draw an image that the use of new technologies by young people and it is necessary installation requirement of ICT in schools, therefore there stems the need for this research. The survey was conducted in five schools of lower secondary education in the municipality of Gjakova/Republic of Kosovo. For conducting this paper there were used these methods: theoretical analysis method, the analysis of pedagogical documentation, the inductive method, comparative and statistical and research instrument was a questionnaire, which is applied to teachers and students. These changes, switching from traditional learning in contemporary learning using the technology undoubtedly help students and enables them to interact theoretical and practical knowledge in order to more easily apply the knowledge acquired.

Keywords: Education, Information and Communication Technology ICT, teaching, learning, teachers, students, classes.

Introduction

Using ICT to improve the quality of education

Improving the quality of education and training is a critical issue, particularly in a time of educational expansion. ICTs increase the quality of education in several ways: by increasing student motivation and engagement, facilitating the acquisition of basic skills, and improving teacher training. ICT are also transformative tools that when used properly promote the establishment of a concentration environment for pupils.

Research has shown that proper use of ICT can accelerate the paradigm shift both in content and pedagogy that is at the heart of education reform in the 21st century. (US Department of Labor (1999), "Trends and Challenges Future work - for Work in the 21st Century", available from <http://www.ncrel.org/engage/skills/21skills.htm>, accessed 31 May 20014).

The motivation for learning: ICT tools such as video, television programs and multimedia computers that combine text, sounds, colors and moving images can be used to provide content challenging and authentic, that will engage students in the learning process. More than any other type of ICT, computers connected to a network with Internet connections increase the motivation of students as they can combine the wealth of media and interoperability of ICT opportunities to connect with real people and to participate in real events in the world.

Facilitating the acquisition of basic skills. Transmission of basic skills and concepts that are the foundation skills of high-level thinking and creativity can be facilitated by ICT through training, repetition and practice.

Increased training for teachers. ICT is also intended to have access to teachers and teachers in training to improve access (http://www.izha.edu.al/files/standartet/Standarde_mesuesi_TIK.pdf).

Participatory learning with ICT

Active learning. Mobilizing ICT expands learning tools for computation, examination and analysis of information, thus providing a platform for students to analyze and construct the new information. Students need to learn how they, whenever appropriate, work in real life, to approach the problem in depth, making learning less abstract and more relevant to life situations. In this way, and in contrast with role learning, ICT promotes student engagement. ICT learning is "in time" learning in which students can choose what to learn and when they need to learn it.

Cooperative learning. ICT in learning encourages interaction and cooperation among students, teachers and experts, regardless of where they are. ICT offers students the opportunity to work with people of different cultures, helping to enhance students' communication skills and global awareness. It is the model of lifelong learning, extending learning space to include not only colleagues, but also mentors and experts from various fields.

Creative Learning. ICT supported learning promotes interoperability of existing information and real-world creating productive than the regulation of the information obtained.

Integrative learning. ICT promotes learning with a thematic approach, integrating teaching and learning. This approach eliminates the artificial division between different disciplines between theory and practice that characterizes the traditional classroom approach.

Learning evaluation. ICT enhances student learning and diagnose drives. Otherwise, ICT enhances learning evaluation and that there are many different paths to articulate the knowledge, allows students to explore and discover how simple it is to listen and not to forget.

Kosovo Case

ECDL (European Computer Driving License) It is a project for the training and certification of employees of public education that they will be able as individuals to empower, develop, promote, independent and ready to apply their knowledge gained during the training you put in the service of teaching through technology (<http://www.ecdl-kosova.org/web>).

This program in Kosovo began in December 2009, initiated by the Ministry of Education, Science and Technology (MEST) including pre-university teachers from all regions of Kosovo. Until June 2011 through ECDL test centers have trained over 2, 000 pre-university teachers. Overall, 60% of teachers who are trained in ECDL have obtained ECDL certificates. Unlike the percentage of active teachers certified ECDL is an average of 70%. Since the beginning of the project until the beginning of June 2011 with 6. 102 persons have been certified and 2, 787 graduate teachers.

The Government of the Republic of Kosovo, namely the Ministry of European Integration through EPAP action plan for positioning 89/2 ECDL certification as standard for all civil servants. (<http://ecdl-kosova.org/about-us/>).

Research methods and sample

In this research titled "The inclusion of ICT in transforming the current learning environment to students at the center" is used survey methods, and as a basic instrument for information gathering was questionnaire. The survey was conducted with 5 schools with teachers of lower secondary education from classes VI to IX of Gjakova municipality. The questionnaire contains questions such access and choice type questions to round up option. This study included sampling quota in 5 schools of Gjakova.

The study was based on a sample of 50 teachers of these schools. Representative group of teachers has been selected for sampling research non-probability to all subjects.

Descriptive analysis of the results of questionnaires conducted with teachers

Description of sample analysis included demographic characteristics of teachers: gender (Women 29 (58%) and males 21

(42%)), age (from 25 to 61 years) and the schools where they teach (in total 5 schools).

When asked about ways of teaching: "by which students learn more?" And giving explanation that traditional ways represents the learning explanation-written and modern way represents the explanation using technological equipment by 50 teachers involved research, only 2 (4%) of them have concluded that the most appropriate is the traditional way by which students learn more. Of 48 teachers (96%) of them have expressed that students learn more from the modern way of teaching.

On the question of "what kind of courses teachers have committed to progress on use of ICT in teaching?" Of 50 teachers indicated they were participating courses to advanced technology and to use it in teaching. 9 (18%) of teachers have expressed that they have followed the course of Didactic Center in cooperation with Kosovo Education Center (KEC). 20 (40%) of teachers reported that they have finished the course from ECDL course. 3 (6%) reported that teachers have received only private program to enable technology. Also 5 (10%) reported having other courses to enabling technology. However, 13 (26%) reported that teachers have completed all courses KEC, ECDL, and private and just to be able to use technology in teaching process. As a matter of education today is that teachers are trained to use the technology in teaching that their student be make learning more attractive. ECDL course has been a project that has been obligatory for all teachers. Table 8, from all teachers who are involved in the questionnaire showed that 41 (82%) of them are involved in ECDL courses, while only 9 (18%) of them are not included in courses of ECDL.

The table shows that 22 (44%) teachers have successfully completed 7 modules of ECDL course and obtained a degree. 4 modules are performed or followed from 9 (18%) teachers who have managed only to be certified for ECDL courses. 9 (18%) teachers who are not included in the courses of ECDL are teachers who either are old and they need a few years to retire or are teachers who have remained without being involved in courses ECDL due the termination of the project.

In the question asked how often teachers use technology, 29 teachers (58%) of them said they use the technology only in special educational units.

And 86 (26. 5%) students said that teachers use technology in only one lesson a week, and 7 (14%) teachers involved have concluded that the use of technology in one lesson per week. 4 (8%) have found that teachers do not use technology at all.

Teachers being asked "what equipment they use most often when teaching?", they have responded, 8 (16%) of them use the projector. But there is no teacher reported that use radio during the teaching process. Only 4 respondents (8%) reported that they use in demonstrating the learning process the laptop. However, even in this question reported that teachers do not use TV as technological equipment for demonstration of learning. Continuity of results has been the combination of devices that have become teachers to demonstrate teaching and 8 (16%) of teachers reported that they use the laptop with the projector.

Teachers have reported that their children are motivated for the learning process when they are using the combined texts with pictures, video and audio. Also 18 (22%) have reported that students are motivated when used photos, video and audio, so without using the texts. During the reporting of the teachers only 1 (2%) have reported that students are motivated when teachers use only the texts.

When teachers were asked that: "They think that the lesson in which use the technology?", 32 (64%) of them reported that it is highly effective, 12 (24%) reported that it is appropriate, while 6 (12%) of them reported that the time is appropriate and effective even when they use the technology.

By asking teachers how they use technology to enable the subject they teach, of the total 50 teachers were included in the survey, 27 (54%) of them reported that they use to be trained only in some units teaching special. 8 (16%) of them reported that they use the technology to enable per lesson. 8 (16%) reported that they use the technology to enable only one lesson per week. 5 (10%) of teachers reported that they use only once a month. 2 (4%) of teachers reported they did not use all the technology to enable their unit.

When asked "what role does technology in teaching and technology replaces a teacher's role?", Given in the table are reports of 50 teachers. 33 (66%) of teachers reported that technology facilitates the work of teachers. 3 (6%) answered that the technology does not replace the role of teachers. 13 (26%) report that technology not only facilitates the teacher's work but technology cannot replace the role of teachers. Only 1 (2%) reported that technology is replacing the role of teachers.

No teacher has reported that the technology prevents the teacher during learning process.

The results to the question "how ICT impacts on the efficient and systematic in teaching?", 50 teachers have reported systematic and efficient use of ICT. 47 (94%) of teachers have reported that the use of ICT enhances learning outcomes of students. 2 (4%) reported that teachers have efficient and systematic use of ICT little impact on learning outcomes of students. 1 (2%) reported that teachers use ICT does not affect the results. This shows that teachers are aware that teaching in association with ICT leads to increased student achievement.

Completion

Overall, this study suggests that teaching using ICT equipment affects the results in student learning. All those involved in creating the appropriate conditions for teaching of educational institutions: Ministry of Education, Science and Technology of the Republic of Kosovo, the Municipal Directorate of Education in Gjakova, schools, teachers and other members contributing to the community - have responsibilities important to promote the fundamental right of the child to quality education.

This study followed a range of needs of importance for future study which will assess risk factors of non-integration of ICT in teaching and the interaction of other factors in the appearance of problems of learning to Kosovar students.

Integration of ICT requires new types of skills, abilities and attitudes. General literature shows that successful integration of ICT depends on many factors. National policies as well as policies and actions taken to schools to be coordinated with each other to have a profound positive impact on the same. Similarly, there should be a joint plan of ICT integration, support and training for all participants involved in the integration process. Care should be taken to coordinate the attitudes and beliefs of all stakeholders.

This study provides a first step, but necessary to understand how technology is integrated in education and how has it been accepted by educational institutions and how it is used in teaching and learning.

Recommendations

To be confronted with changes that challenge the community and educational institution today, especially with the integration of ICT, it is more than necessary to design policies and strategies with long-term educational goals. There are three general aims of education presented by the Council for Education, development of the individual, the development of society and economic development, ensuring the habit of the workforce, and developing long-term strategies of ICT integration.

Teachers:

It is needed to be trained to cope more easily with the change, uncertainty, innovation that brings the complexity of technology integration.

The use of ICT to organize regularly in shape during the teaching and not use it as a complementary activity.

To ensure that all students are able to benefit from the use of appropriate means of ICT in all subjects that are taught.

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Tables

Table 1. Demographic characteristics of the sample of teachers

Characteristics	N	Percentage (%)
Gender		
Male	21	42.0
Female	29	58.0
Age		
1950 - 1960	12	24
1961 - 1970	15	30
1971 - 1980	10	20
1981 - 1990	12	24
Over 1990	1	2
Schools		
"Yll Morina" Gjakova	10	20
"Zekeria Rexha", Gjakovë	10	20
"Zef Lush Marku" Brekoc	10	20
"Jahe Salihu" Molliq	10	20
"Durak Ahmeti" Demjan	10	20
Places		
City	20	40
Village	30	60

Table 2. Ways of teaching from which students learn more

	N	%
Traditional way	2	4
Contemporary way	48	96
Total:	50	100%

N=Teachers number %= percentage

Table 3. Courses that have committed to advancing the use of ICT

	N	%
Didactic Centre course - KEC	9	18
ECDL	20	40
Private course	3	6
Others	5	10
KEC, ECDL and Private course	13	26
Total	50	100%

Table 4. ECDL modules that have committed teachers

	N	%
1 Module	1	2
2 Modules	1	2
3 Modules	3	6
4 Modules	9	18
5 Modules	3	6
6 Modules	2	4
7 Modules	22	44
None	9	18
Total	50	100%

Table 5. How often teachers use technology.

	N	%
In every lesson	5	10
In one lesson per week	7	14
Once a month	5	10
Only in special teaching unit	29	58
Do not use	4	8
Total	50	100%

Table 6. Equipment that teachers often use in teaching.

	N	%
Tv	0	0
Radio	0	0
Laptop	4	8
Others	6	12
Laptop and Projector	11	22
Combination of equipment	15	30
Neither	6	12
Total	50	100%

Table 7. The forms that the students are more motivated

	N	%
Texts	1	2
Photography	6	12
Video	6	12
Audio-video	5	10
Others	2	4
Texts, Photography, Video and Audio-video	19	38

Photography, Video and Audio-video	11	22
Total	50	100%

Table 8. Learning in which teachers use technology.

	N	%
Effective	32	64
Suitable	12	24
Effective and suitable	6	12
Total	50	100%

Table 9. Ability with technology for case

	N	%
In every lesson	8	16
In one lesson per week	8	16
Once a month	5	10
Only in special teaching unit	27	54
Do not use	2	4
Total	50	100%

Table 10. The role of teachers and their replacement by technology

	N	%
Technology facilitates the work of teachers but technology does not replace the role of teachers	13	26
Technology facilitates the work of teachers	33	66
Technology prevents the teacher during teaching	0	0
Technology is replacing the work of teachers	1	2
Technology does not replace the role of teachers	3	6
Total	50	100%

Table 11. Efficient and systematic use of ICT

	N	%
Increase the learning outcomes of students	47	94
Little affect on result	2	4
It does not affect in result	1	2
Total	50	100%