How much has technology dehumanized us in school

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Abstract - The world of education is changing and the changes affect all its aspects. The development of education is directed toward learning processes that aim at acquiring basic knowledge, the capability to solving problems and preparing one for the challenges of the future by developing skills and lifelong learning. In this context, the information and communication technology has made great progress. Today, after we started using computers in teaching and learning, we ask ourselves how much we gained and how much we may have lost in the process. This paper researches and analyzes the attitudes of the teachers to the use of ICT in teaching and the use of computers in learning. In our efforts to direct education towards the labour market and look at certain professions from that aspect, we grow distant from Humboldt’s concept of education and lose the humanistic aspect. How do we maintain education as a development of independence, competence, innovativeness, capability to maintain and renew skill by shaping better and more humane mutual social relationships.

Today, considering the needs and demands of the modern world, the orientation of education toward ICT seems necessary and inevitable. The question is where does one set the limit. This paper addresses the importance of ICT in teaching and education. Special attention is given to the issue from the aspect of national minority schools where the use of ICT means a more open and cheaper access to study materials from the country of origin, while from the aspect of teaching we shall address the issue of ICT competition for teachers.

The aim of this paper is to present the usage of ICT in teaching and learning as well as the attitudes of teachers and students.

Key words - education, ICT, school

I. INTRODUCTION

Conversations about education and education reform are a constant story at all times. With every technological revolution we came back to technological issues whose task in education has always been significant. School as a result of education also experienced constant changes that reflected on changes in teaching methods and methods of education.

When we look back to the story of education and use of technology in education from the Spartan process of developing character traits, values and which make a man, to today, when we have included very sophisticated ICT in education, the question of negative sides of technology threatening us seems inevitable. How much education have we actually left to technology or relied on it. Education as a process of teaching and forming a positive personality also includes impacts through education, the environment, the family and the media. Education as an organized learning for the development of cognitive abilities and acquisition of knowledge and skills is different but parallel to the process of upbringing. There is no education that does not have any upbringing effects. The same situation is with the use of technology that serves us in education and is part of education.. In Ancient Rome, before attending the education of a student a teacher had to study the students' natural tendencies and hence organize content and learning. His special task was not to burden the students and emphasized in particular that punishment was shameful and humiliating for the students. The first medieval universities were founded by scientists, city authorities and residents interested in the development of science.

New teaching methods were introduced and the teacher was at the center as an unquestionable institution that as for technology has its own voice, board, and chalk. Very few students had access to education. Only with Janom Amos Comenius (Comenius), the initiator of didactics and pedagogy of the new age, organizational change in teaching is established: drawing up a curriculum, lecture instructions, introduction of a school year, introduction of teaching hours, repetition and training, maintenance of discipline and introduction of holidays. The principles in teaching are: vividness, gradualness and systemativeness. We have not yet moved away from these principles, but we may have moved away from the central role of the teacher as a moderator, turning him into someone who is relying on technology and almost unable to teach without it. I think we have to accept the fact that without information communication technology as learning aids and learning resources, there is no good education in the digital environment.

However, we must certainly realize the good and bad sides that technology in education carries and choose a sustainable relationship with it. Technology should only be seen as an aid in implementing the teaching process itself and should not be its basis, which means that the priority should be given to pedagogic rather than technological issues.

In the digital environment it is difficult to reduce the impact of technology, nor is it necessary, but it needs to be
controlled. The changes that are taking place are visible in the fundamental educational competences that modern education represents as a whole comprising eight key competences (European Commission, 2007, p. 3); communication in the mother tongue; communication in foreign languages; mathematical competence and basic scientific and technological competence; digital competence; learn how to learn; social and civic competences; a sense of initiative and entrepreneurship and a cultural awareness and expression.

Information, information and digital literacy, and then the competences that come from possessing basic information, information and digital skills, i.e. using a computer to search, locate, collect, evaluate information in a systematic manner with critical evaluation and communication exchange, required by students and teachers, are certainly something that contributes to education.

The concept of education for the time we live in is "learning how to learn", which means the ability to organize a learning process whereby new knowledge and skills are acquired in a well-organized time, and upgraded through the art of using technology.

In the aspiration for a market oriented education and individual market-based professions, we all distance ourselves from the humboldtian concept of education. How to keep education as a development of independence, competence, innovativeness, ability to maintain and renew skills by shaping the higher quality and humane relationship between technology and people in education.

Today, given the needs and requirements of the contemporary environment, the educational orientation towards ICT is indispensable, but the question is where the boundary is.

This paper deals with the importance of using ICT in teaching and learning. We will especially look at the aspect of the national minority school, which through the use of ICT has a more open and favorable financial access to learning materials from the home country and from the teachers' side, we shall adress the problem of ICT teacher competition.

II.21ST CENTURY EDUCATION

21st century education has turned to market demands through the pursuit of securing competencies that are referred to as the 21st century competences. Each of these competences is also needed for teachers who work in the 21st century education.

None of the competences exists independently, but several of them intertwine with one another because of their narrow areas of action. And each of these core competencies needed in the 21st century requires constant professional training and is impossible without using ICT.

On the other hand, it is evident that all competences work together as a community because on the basis of their competences, a person should be prepared to function in both the private and business sphere.

The intertwining of information, computer and digital competencies is visible in the fact that the acquired skills and knowledge provide the learner and teacher with faster access to resources and problem solving. Digital competence in literature combines with competence to learn how to learn because in today's digitally accelerated world, digital competence enters human life from the earliest days. In school, teachers primarily focus on a digital way of teaching, as students are also more readily able to learn in a digital way. Learning is increasingly based on information, computer and digital literacy. On the other hand, on the basis of cultural and national consciousness, a person belongs to a certain national and cultural circle.

Accordingly, in order to reach such a complex mode of action, these three competencies must certainly be observed in their communion for each of the learning phases.

**Figure 1. Learning phases**

Today, teachers and learners will use ICT in each of these phases.

As an example, we will use the research we carried out within the PhD thesis that was defended at the Faculty of Philosophy in Zagreb at the PhD course in Information Science. From this research, only the answers to questions related to ICT and use in teaching were taken for this paper.

The students who participated in the research belong to the digital generation but in their use of ICT are not digital generation but in their use of ICT are not information and computer literate enough. The same can be said for 50% of teachers, according to the answers.

It is expected that a large number of teachers and students will use the computer as a tool to help them learn and continue to search for information. As the school does not have an e-learning system or a teaching material repository, students consider it would be useful for revision and learning. Teachers at the same time do not approve the creation of a teaching material repository that would be available to students. They feel that it would be good for them (teachers) but that the students (most of them) would be distracted from "live" classes.
Technologies that teachers have evaluated as non-teaching are social networks, while students particularly appreciate the role of social networks. It is interesting that students and teachers, when asked whether they consider themselves to be information literate, respond that they are but they do not seem to know what makes them information literate. Teachers use computers the most to present the content of the subject. Teacher's informatic literacy is low especially in creating multimedia presentations. Both teachers and students prefer to use the Internet not only for the purpose of learning new information, but also for learning purposes.

A number of researches in the world have been carried out on this topic and one of the first comparative researches carried out by Fraillon, Ainley, Schulz, Friedman and Gebhardt (2014) on digital competence of students and teachers with a particular emphasis on the use of information and communication technology. It was a major study that showed that students, apart from extracurricular activities, use information and communication technology to a large extent for school activities. Particularly mentioned are teaching subjects and activities within these subjects for which students use the computer.

Globally, if we compare the responses we have received from our students and teachers, there is no difference in principle (the comparison should not be scientifically based, because the answers we used were not obtained from the full research of the topic), for a valid comparison we should do a complete research with the same issues, which we did not do for this work. However, these questions and answers should only serve as an indicator of the use of technology in teaching because we are aware of the role of teachers in education as pedagogues, not only as teachers, but also as educators.

III. THE ROLE OF TECHNOLOGY AND ITS USE IN THE NATIONAL MINORITY SCHOOL

This part only suggests some additional advantages of using technology in the environment of a national minority school. Learning languages through a variety of good learning and simulation programs, the availability of e-textbooks from your home country and contacts, which, at times of less funding, do not knock out direct communication.

Access to digital educational materials, access to presentation software, word processing software, databases or table calculators that are actually funded by the parent country and the ability to use e-learning systems used by schools in Italy. Depending on the program according to which a National Minority School operates, the participation of the mother country through the use of ICT is financially more favorable.

The vivid presentation that ICT provides through software simulation, facilitates the teaching process for teachers and students. Positive aspects are also reflected in the very forms of teaching. The simulation can also be used in group work, but also in individualized learning, during which the student determines their own pace of progress. On the other hand, it is important for the students of the national minority to establish communication with native speakers and situations in the parent country, which is certainly important also for their emotional development. The quality and original simulation programs do not require additional activities in terms of material translation because the school in which I work is based on program A in which the teaching is conducted in minority language in all subjects.

IV. CONCLUSION

Aware of the educational environment today, we certainly do not advocate not using technology. We believe that its role and task is inseparable from the task of education and the results for society in general. What matters is to know what are the good things and how to use quality technology for education.

Sustainable development technology in accordance with the core tasks of the area in which it is used. Today, regardless of the fact that in secondary education the accent is placed on education, it should not be forgotten that the teacher is the one who also brings students up through the process of education. If technology is used well, through its educational but also formational segment it will mostly show its good side. But that is precisely why education is needed. We need to humanize technology and not dehumanize the teacher.

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