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LEARNING THROUGH INFORMATION AND COMMUNICATION TECHNOLOGY FOR THE STUDENTS AT LOWER SECONDARY SCHOOLS

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Abstract

Together with the integration of ICT in teaching, it has brought new challenges and challenges to how it will be accepted by the teachers, but its challenge was also the acceptance of the students. The learner is why you are always trying and working to become effective learning. Kosovo is mainly composed of young people, (aged 15-24) who include 55.3% of the population involved in the education process. From these data one can imagine the use of new technologies by young people and it is imperative to install ICT in schools. These changes, the shift from traditional learning to contemporary learning using technology, obviously help students and enable them to interact with theoretical and practical knowledge in order to better apply the knowledge gained. Without neglecting the importance and the role of the teacher in this process, we will focus on how the pupils learn their learning through ICT.

The hypothesis put forward in this paper is "How do students include ICT integration in learning"

The survey was conducted with 325 students, of the 5 lower secondary schools, from grades VI to IX of the Municipality of Gjakova, Republic of Kosovo. As a form of data collection for this research, the questionnaire was used. The results of the analysis of this research emphasize the importance of ICT integration and utilization in the learning process as well as the role of the learner in this process.

Key words: Teaching, Information and Communication Technology, students.

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Research questions were:
• The origin of the student (Village-city)
• Which programs do you have knowledge of?
• What do you use the Internet more for?
• By performing the homework's which programs you use most?
• During the lesson I get more motivated when the teacher uses?
• Did you use the technology to demonstrate any activity during the lesson?
- If so, clarify?

INTRODUCTION

Changing of learning process from the "teacher in the center" model to the "pupil to the center" model becomes less authoritative and more easing, from "staging" to "leadership in the direction". The main task of the teacher is to teach students how to ask questions and how to present problems, formulate hypotheses and then find information and critically evaluate the information found about the problems presented. And since learning ICT is expanding and it is a new experience for teachers themselves, teachers become co-learners and together with students discover new things.

Additionally, it is not uncommon to see students in an appropriate ICT class by taking formal and informal roles as their teachers, their fellow students, younger students, and sometimes having the role of being a teacher for other students. Teachers and students from various schools, case experts, parents, business community members, leaders, politicians, and other stakeholders may also be interested in engaging in the learning process by helping students as: resourceful, critical persons , Mentors, etc.

THE USE OF ICT IMPROVEMENT OF THE EDUCATION QUALITY

In 1937, American sociologist Read Brain wrote that "technology includes all tools, machinery, weapons, instruments, shelters, clothing, communication and transport equipment and the skills we produce and use with them" [1]

Information and Communication Technology Tools are defined as a "set of different technological tools and resources used to communicate, create, distribute, maintain, and manage information"[2].

[1] Bajpai, A.& Misra, S.,(2010). *Role of ICT in Enhancing the Educational Productivity*.

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Improving the quality of education and training is a critical issue, especially at a time of educational expansion. ICT enhances the quality of education in several ways: increasing student motivation and engagement, facilitating basic skills acquisition, and improving teacher training. ICT is also transformative tools that, when used properly, promote the creation of a student-centered environment.

Where ICT has become a regular part of classroom experience, there has been positive evidence of learning impact and student performance. Some studies have found evidence that the visual nature of some technologies, particularly animation, stimulation, and carving sculptures have helped students understand and expand concepts. [3]

Motivation to Learn: ICT tools such as video, television, and multimedia computer programs that combine text, sound, colors and image movement can be used to provide challenging and authentic content that will engage students in the learning process. More than any other type of ICT, computers connected to the internet connection network increase student motivation as they can combine media wealth and ICT interaction with opportunities to connect with real people and participate in real world events.

Facilitating the acquisition of basic skills. Broadcasting of basic skills and concepts that are the foundation of high-level thinking skills and creativity can be facilitated by ICT through training and practice. Most of the early uses of computers were for computers based on learning (also called computer assisted instruction) that focuses on mastering skills and content through repetition and reinforcement.

Add training to teachers. ICT is also intended to have access to teachers during trainings to improve access. [4]

ICT TRENDS

Discussions on ICT trends in Kosovo make it almost impossible not to focus on the global level due to the extension of the Internet and its services like www. The development of social networks and its variations such as networking, personal networking and social networking all share common communication. The services provided by the networks mainly contained central information. In fact, one of the features of www was overload with information that prompted the development of search engines for information retrieval quickly and easily.

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[2] Blurton, C.,"New Directions of ICT-Use in Education". Available online http://www.unesco.org/education/educprog/lwf/dl/edict.pdf; accessed 7 August 2002. Pg. 15.

[3] Condie, R. & Munro, B., *The impact of ICT in school – a landscape reviw*. Quality in Education Centre, University of Strathclyde. Pg.23

[4] (http://www.izha.edu.al/files/standartet/Standarde_mesuesi_TIK.pdf)

Some examples of different types of search engines include Google, Live (search), Yahoo (browser), etc. A full list of search engines with a variety of searches can be found in services such as Wikipedia and Search Engine Whatch.
The power of search engines to have access to information has made access too easy and fast, fair, relevant, authoritative, and accurate information.
The data is mainly focused on devices used to access the Internet. Such a list should include personal digital devices or other devices such as mobile phones, MP3s, laptops, PC tables, gaming equipment, scanners, interactive tables, digital video cameras, and digital TV.
However, the following issues will be likely to have a major impact on youth education in the coming years, including: open source programs, social networks, collaboration and sharing of experiences, driving technologies, Technologies among peers.

WILL ICT BE USED AS A SOLVING PROBLEM FOR A COUNTRY IN DEVELOPMENT

If there is a common truth that has entered the relatively short history of ICT use in education and its importance, this is "It's not the technology but the way you use it"! Another way "How did you use technology is more important than you've used, and our thinking about changes in education along with the continued expansion of ICT in the classroom,… [5]

Technology should not lead education, moreover, educational goals, educational needs and, most importantly, emotional care, should exclude the use of technology. Only in this way can educational institutions develop effectively and equally the key population needs to help the population as a whole to respond to the new challenges and opportunities created by an increasingly global economy. Therefore ICT cannot solve the problems of education itself in the developing world. Such problems are rooted and embedded in the issue of poverty, social inequality and uneven development. What ICT can do if used with discretion is that it enables developing countries to broaden access and increase the quality of education. Maturity requires careful consideration in interaction issues that support the use of ICT in school policy and policy, infrastructure development, human capacities, content and language, culture, equality, cost, and not less important, curriculum and pedagogy.

RESEARCH METHOD AND SAMPLES

The survey was conducted with 325 students of five schools of lower secondary education from classes VI to IX of Gjakova municipality, Republic of Kosovo. The involvement of schools is done intentionally, as a representative group of student is chosen to research by probability sample from all the courses or subjects.

[5] Victoria Tinoi,. '*ICT in Education'*, 2000-2002, fq 27

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For this study it is used a questionnaire, the entire questionnaire was anonym, which contains (students) demographic data of the participants themselves, gender and the place where they leave, and the secondary part contains questions for research.

Demographic Characteristics sample of the students

Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	152	46.8	46.8	46.8
	Female	173	53.2	53.2	100.0
	Total	325	100.0	100.0	

The sample survey involving 325 students, 152 (46.8%) was male and 173 (53.2%) female. The spread of research by gender is approximately the same.

Residence

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	City	135	41.5	41.5	41.5
	Village	190	58.5	58.5	100.0
	Total	325	100.0	100.0	

The biggest part of the sample survey involving 325 students, 190 (58.5%) of the students were form village and the 135 (41.5%) of the students include in this research were from city.

During the research of the answer of the students it's noted that students who attend schools in the city have more possibility and space to include technology in learning. A daily basic, it's noted that students of city they are surrounded with information and communication technology more than the students who attends the school in the villages.

Table 1. Which programs do you have knowledge?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Word	159	48.9	48.9	48.9
	Excel	26	8.0	8.0	56.9
	Power Poing	18	5.5	5.5	62.5
	Others programs	4	1.2	1.2	63.7
	All above	103	31.8	31.8	98.2

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	Neither	15	4.6	4.6	100.0
	Total	325	100.0	100.0	

In the question "In which programs do they have knowledge?" in the given table are reported 325 students. They noted: 159 (48.9%) of the students include on this research noted that they use the Word program very well. 26 (8.0%) of them they note that they have knowledge of the Excel program. The 18(5.5%) of them noted they have knowledge of the Power point program. While only 4 students (1.2%) reported they have knowledge of the others programs. 103 (31.8%) of the students report that they have a basic knowledge of the Microsoft Office package. From this question of this research in 325 students include they were enough knowledge of the computer skills and only 15 (4.6%) of the students do not have knowledge of any programs, which is the small number of the students.

Table 2. By performing the tasks which program you use most?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Word	158	48.6	48.6	48.6
	Excel	29	8.9	8.9	67.5
	Power Point	12	3.7	3.7	80.7
	Others programs	18	5.5	5.5	96.8
	Neither	68	20.9	20.9	100.0
	Total	325	100.0	100.0	

In the question of table 2 "By performing the tasks which program you use most?" the students reported: 158 (48.6%) of them report they use the Word program. 29 (8.9%) of students reported they use Excel program. 12 (3.7%) of the students reported they use the power point program, while 18 (5.5%) of students reported they don't use any of the program during they tasks. From this question of the research we note that students have knowledge of the programs but they also use this programs in performing they tasks.

Table 3. For what you use the internet more?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Learning	159	48.9	48.9	48.9
	Informing	26	8.0	8.0	56.9
	Listening and download music	18	5.5	5.5	62.5
	Playing games	4	1.2	1.2	63.7
	Facebook(social media)	103	31.8	31.8	98.2
	For everything	15	4.6	4.6	100.0
		325	100.0	100.0	

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Table 3. In the question "For what the students use the internet more?" Observe the following results: From 325 students include that 159 (48.9%) of them have reported that the internet they use to leaning, 26 (8%) of them reported that the internet they use to inform. 18 (5.5%) of students include have reported they use internet to download or listening music. Only 4 (1.2%) of students have reported they use internet to play a video games. 103 (31.8%) of the students have reported that they use the internet for social media, mostly for facebook. Only 15 (4.6%) of them have reported that they use for everything internet. The result of this question is that the students use the internet mostly for learning and for social media.

Table 4. During the learning process I get more motivated when teacher use?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Text	79	24.3	24.3	24.3
	Photography	38	11.7	11.7	36.0
	Video	29	8.9	8.9	44.9
	Audio-video	35	10.8	10.8	69.7
	Others	5	1.5	1.5	89.2
	All above	139	42.8	42.8	100.0
	Total	325	100.0	100.0	

In the result of the table 4 the students have reported that they motivated more during the learning process when thy teachers use text 79(24%). 38 (11.7%) of them reported that they are more motivation to learn when the teachers use photography. 29 (8.9%) of student have reported they learn more from video, while 35 (10.8%) of students reported that they are more motivated during the lessons when the teacher use audio-video. However the largest numbers of students have reported that they are more motivated when the teachers during the lessons process using the combined texts with pictures, video and audio.

Table 5. Did you use technology for any activity during the lessons?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	68	20.9	20.9	20.9
	No	257	79.1	79.1	100.0
	Total	325	100.0	100.0	

By asking students if they use technology for any activity in school during the learning process, we noted, 68(21%) answer with yes they use at least once technology during the learning process. 257 (79%) answer with no, they never use and they never have chance to use technology during any activity.

In this question we note that in city schools students have more opportunity to use the technology and to include technology in the learning process. More widespread of using technology during the learning process is with the personal initiative of the students or also personal initiative of the teachers.

The concrete example is the school "ZekrijaRexha" where at the initiative of the teachers of the subject of technology and informatics in this school, including school students, has established the club of new technicians in the school. This teacher's initiative is also supported by USAID. This club now provides technical assistance within the school and has created the conditions to digitize the teaching in some of the classrooms of this school.

RESULTS

Teaching needs to adapt to the constant changes in technology, and to use them extensively in the teaching process. To these changes, education must respond rapidly, with quantitative and qualitative internal developments to transmit systematic, coherent and sustainable knowledge and skills to the learner, and then reflect on them in society to create a positive future for everyone. In the era of information and communication technology development, the use of this technology during the teaching process has become a necessity for teachers.

In this research it is noticed that today the students have a lot of knowledge about technology and they use it to a great extent. This is noted in question 1; where out of 325 students only 15 (4.6%) have no knowledge of any program, which is a very small number of pupils.

The results of the analysis point out that integration and the use of ICT is an indisputable process. This has came out by the answer to question 2, where we find that a large number of students know computer software programs and also use them quite a lot while performing their tasks.

The results of the study in Questions 3 and 4 show a great deal of difference. Because the pupils have a lot of knowledge about using ICT for their learning but in question 4 it is shown that very little pupils have had the opportunity to use these tools during one lesson.

In general, from this study that "How Include Students Integrating ICT in Learning" requires new types of skills, abilities and attitudes that are not lacking in students but should be created with the means by our schools.

CONCLUSIONS

This study has given light to the issue of how to use technology in pupils' learning and specifically recommends to:

Educational Institutions:

- To provide technological and educational support.
- Improve the educational environment with the necessary ICT tools by ensuring their easy use by teachers.
- Create space equipped with ICT tools to facilitate the work of teachers

Teachers:

- To use ICT to organize them regularly in the teaching process and not use it as a complementary activity.
- To create opportunities for their pupils to have the space to show their knowledge about ICT.

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