Primjena informacijske i komunikacijske tehnologije u odgojno-obrazovnom sustavu kao polazište nastavi usmjerenoj na učenika u osnovnim i srednjim školama

Engl. transl.: Implementation of information and communication technology in educational system as a starting point for student-centered teaching in elementary schools and high schools

# Keywords

* Information and communication technology
* Students

# Details

## Year

2015

## Issued

2015

## Language

Croatian

## Volume

19

## Issue

1-2

## Start Page

## End Page

## Authors

Mlinarević I.;Stanić I.;Zadravec T.

## Type

Journal article

## Journal

Knjižničarstvo : glasnik Društva knjižničara Slavonije, Baranje i Srijema

## Topics

Literacy and skills

## Sample

The sample consists of 421 students from primary and secondary schools in Vukovar-Srijem and Osijek-Baranja counties. The age range of participants ranged from 11 to 19 years. The largest number of participants (221 participants) was 11 to 15 years old. The sample consisted of 209 female students and 212 male students. The largest number of participants are from schools in the city, and a smaller number of participants from rural schools (40 schools in the city and 25 schools in the village).

## Implications For Educators About

Other

# Abstract

Improving core competences of future young workforce includes knowledge of information literacy. Preparing teachers and school librarians for implementation of information and communication technology is also crucial because they have a significant role in helping the student in the acquitement and development of ICT knowledge and skills that he will need in later life. Also, the introduction of ICT in the teaching process modernizes teaching process and supports teaching directed to students (student-centered teaching). Accordingly, class directed to students promotes individual development and impacts critical thinking and recognition of personal achievement. For the purpose of this study a questionnaire has been made which determined the application of ICT and its impact on students in mastering the educational content in the learning process. The sample contained answers of 421 elementary and high school students and primarily the analysis of information and media literacy of students in the learning process, as well as determined how much students are familiar with the information and media literacy in the educational system and the possible differences between the results according to age of students. These results indicate the familiarity of school library users' with the concept of school information literacy who also assess their skills and competencies of information literacy applications above average, while the use of ICT for successful mastering of education content they estimate as average. The results confirm that the educational system must continue to implement the teaching of information and media literacy to users of the school library in order to increase awareness of lifelong learning in early age and to qualify them for its implementation.

# Outcome

"The results of the research are showing how many students became familiar with the notion of information literacy during education. 190 primary school students (57%) and 40 high school students (45%), and this result is also an indicator of insufficient representation of teaching topics in the field of information literacy. The library is considered important in the information age - states 127 primary school students (38%) and 43 secondary school students (49%)." Mlinarević et al, 2015, 56
"More than half of the surveyed primary and secondary school students (55%) met with the notion of information literacy. Students rate their own knowledge and competencies acquired through education in the field of information literacy above average." Mlinarević et al, 2015, 57
When asked how often they used ICT, the results indicate they use it periodically. Almost all students search for relevant information regarding education online. (translated by the coder)