IKT-haridus: digioskuste õpetamine, hoiakud ja võimalused üldhariduskoolis ja lasteaias

Engl. transl.: ICT education: teaching digital skills, attitudes and opportunities in general education schools and kindergartens

# Keywords

* digital skills
* digital learning materials
* e-services
* technology education

# Details

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Estonian

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## Place

Tallinn

## Topics

* Learning
* Literacy and skills
* Online safety and policy regulation

## Sample

Curricula from 498 Estonian general education were analyzed. 468 schools and 490 kindergartens took part in a survey mapping ICT hobby groups. 11224 children from 115 schools and 1549 teachers from 123 schools took part in the attitudes' survey.

## Implications For Educators About

## Implications For Policy Makers About

Other

## Other PolicyMaker Implication

Developing ICT curricula

# Abstract

"Information Technology Foundation for Education (HITSA) has commissioned a study on information and communication technology (ICT) education to gain an overview of the teaching of digital skills (ICT and technology education skills and knowledge) in general education schools and kindergartens. The aim of the study was to find out, among other things, what separate subjects are offered in general education schools for teaching digital skills, to what extent the teaching of digital skills is integrated into different subject areas, what are the skills and attitudes of teachers and students in teaching digital skills, what ICT trainings are offered and what kind of support do teachers, schools and kindergartens need for teaching digital skills." (Leppik, Haaristo, Mägi, 2017, p. 5)

# Outcome

Based on the results of the study, three main conclusions have been made about the teaching of digital skills in Estonian general education: the organization of teaching digital skills in Estonian general education schools is uneven; the availability and quality of digital tools (equipment, environments and software) and digital learning materials is one of the key obstacles to teaching digital skills in both teaching and hobby education; although the attitudes of teachers and students towards the use of digital tools in teaching are predominantly positive, their actual application in the acquisition of digital skills and as a means of promoting the application of the modern concept of learning has not yet been achieved (Leppik, Haaristo, Mägi, 2017; summarized and translated by the coder).