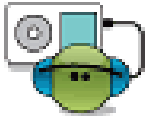


**Title****Author****Summary****ICT for the development of learning skills****Dr.paed.prof. Ilze Ivanova****Summary**

Changes in technology create new ways of acting, altering foundational, long-held views, putting forward new requirements for education in general and teachers in particular. Certain fields are highly susceptible to change, while others are more conservative .Our schools have been created in the spirit of research and openness, yet they have acquired their own tendencies. The world has become networked and connected. In this environment of colossal change new design of methodologies to foster learning is necessary for any child in inclusive school, special or main stream school. Different types of learning exist. Each different type of learning requires a different design process .Learners and learner needs and expectations are changing. “New” students, who have been shaped by world events and technology tools, are entering the education system. These students are not passive consumers of educational resources. The aimful use of ICT in the classroom is of great importance to foster learning of the students.

**The aim of the chapter**

to discuss the use of ICT in the classroom to promote the learning skills

## Objectives



## Keywords



## Key words – ICT, learning, learning skills

### What is learning?

Learning has long been debated in realms of pedagogy, philosophy, psychology. The challenge of creating a comprehensive definition lies in the different interpretations of both intent and method of learning. It is possible to point out the following opinions about what learning is.

- learning can be seen as the sum of knowledge that is acquired because interaction of stimulus-reaction. It is the development of memories and behaviours, including skills, knowledge, understanding, values, and wisdom.
- people are not responding to environmental stimuli; people are rational beings that require active participation in order to learn. People's actions are a consequence of thinking. Changes in behaviour are observed as an indication of what is occurring in the learner's head. Our mind is seen as computer: information comes in, is being processed, and leads to certain outcomes.
- learning can be seen as the process of growth of new intuitions and faculties, that emanate from the recombining of previous situation. New information is linked to prior knowledge constructing new knowledge in an active way.
- learning is a process of an intent or aim. Certain learning experiences build skills; others build attitudes, beliefs, some others knowledge. The intent of the process is to be

able to do or achieve something.

Summarizing the above views we can see the significance of learning with the importance of change in the behaviour of individual, which is result of experience and action. To achieve the results of learning it is necessary to have learning skills , that has become the key word for Lifelong Learning for everybody in despite of the level of intellectual development.

### **A new type of a pupil - a new digital learner - digital natives**

A student nowadays rapidly is becoming a new breed of learner as they become ever more digitally connected. They are “digital natives” that speak “technology” without an accent, having grown up with computing and telecommunications devices as a natural part of their world [3].

Digital natives think and act differently from “digital immigrants” (those born before ICT prevalence, who speak “technology” with an accent, such as printing out emails to read or not being adept at typing with thumbs).

Many digital natives have a very rich online life:

- *Searching* – multiple search engines, info sites, “Googling” people & interests
- *Collecting* – graphics, animations, MP3’s, videos, sensor data
- *Creating* – stories, websites, avatars, games
- *Sharing* – web pages, blogs, drawings, music, videos, webcams, humour
- *Communicating* – email, chat, cell phone calls, text messaging
- *Coordinating* – projects, travel plans, workgroups
- *Meeting* – forums, chat rooms, online multiplayer games, dating sites
- *Socializing* – wide variety of socializing methods learned online
- *Evaluating* – reputation systems, rating systems, online advisors,

- *Buying & Selling* – auction sites, forums, online markets
- *Gaming* – solo, 1-on-1, small & large groups
- *Learning* – online research on things of personal interest

As more and more of the world's children are born into “digital nativehood”, their demands for a new style of learning and a more developed Learning Society will grow; they will want to learn [4]:

- Through engaged doing, creating and sharing
- About things they care about
- With others in frequent social interactions
- Through rich, multiple media representations
- Through varied methods of communicating that provide rapid feedback
- Through fast switching between multiple media channels of information
- Through random access explorations of multiple sources of information
- Through tackling complexity incrementally, building skills as needed
- Through play and by creating ways for others to play to learn new things
- Through creative problem-solving and answer-finding strategies

Evidence is already mounting that the gap is rapidly widening between the learning demands of these digital native learners and what they're actually receiving in the more Industrial Age forms of schooling and education still prevalent throughout the world [4].

This could be referred also to the students of special needs, because the families, society, different associations, educational establishments pay special attention to these children to guarantee the same way of development of personality as for any other student. Special methodologies help these institutions to implement this task in real life.

### **New Tools and Processes**

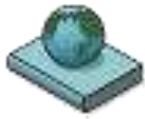
In this complicated situation there is a great necessity for any system of education to create a new Learning design model.

**Self assessment tasks**



A new model of learning design requires new tools and processes. The tools are characterized by: sociability, collaboration, simplicity, and connections. The bulk of learning for most pupils with special needs happen in schools, families, different centres with a specific environment because of that all above mentioned institutions have to think about these new tools and learning environment.

### Works cited



### **The history of the use of ICT for learning**

History of ICT-for-Learning could be divided into 3 phases