AIMS AND OBJECTIVES OF ICT IN EDUCATION

ICT is an acronym for information and communication technology. A lot of people believe that IT and ICT are the same, but it`s wrong. ICT is more broad term than IT. It covers all technologies that can help people to develop communications and manipulate information. ICT is a universal tool for the globalization. Students of developed countries can`t imagine their life without ICT. Moreover, it also serves as an assistant for teacher all around the world. It`s impossible to imagine a modern professional without basic knowledge of ICT. Furthermore, it`s impossible to compete at the global without knowing the basics of ICT.

However, there is also a negative influence from ICT in education. For instance, let`s consider the Internet! It is a fascinating treasure chest of knowledge but still, the most visited websites today are related to the entertainment industry and the biggest social network today has more than one billion users! Therefore, instead of studying, students prefer to spend their time on entertainment, and this is only a tip of the iceberg!

Information and Communications Technology prepares pupils to participate in a rapidly changing world in which work and other activities are increasingly transformed by access to varied and developing technology. We recognise that Information and Communications Technology is an important tool in both the society we live in and in the process of teaching and learning. Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources. Our vision is for all teachers and learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to be confident, creative and independent learners.

As the aims of ICT are to equip children with the skills necessary to use technology to become independent learners, the teaching style that we adopt is as active and practical as possible. While at times we do give children direct instruction on how to use hardware and software, the main emphasis of our teaching in ICT is for individuals or groups of children to use computers to help them in whatever they are studying. We encourage the children to explore ways in which the use of ICT can improve their results, for example, how a piece of writing can be edited or how the presentation of a piece of work can be improved by moving text about. We recognise that all classes have children with widely differing ICT abilities. This is especially true when most children have access to ICT equipment at home, while others do not. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and experience of the child. We achieve this in a variety of ways, by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing difficulty (not all children complete all tasks).
- Grouping children by ability in the room and setting different tasks for each ability group.
- Using classroom assistants to support the work of individual children or groups of children.

The followings are the aim and objectives of ICT implementation in education:

- To present ICT as an integral factor of society at home, work and leisure.
- To provide access to the skills required for individuals to understand, analyse and utilise ICT as a wealth of tools that facilitate teaching and learning.
- To encourage an inquisitive approach in each individual.
- To enable the individual to have control over a broad and ever-changing media by using IT.

- To teach students how to use major software packages, these being: spreadsheets; database; word processing; desk top publishing, web design, data logging/computer control and Internet related applications.
- To teach how the use of ICT is regulated in society and the implications of this for the individual.
- To provide access to analytical problem solving skills, empowering the individual to identify a problem, design and create various solutions, and then make a qualitative judgement as to which is the best tool for the job.
- To invite criticism of our own practice and amend our methods accordingly, in the interest of improving the quality of teaching learning.

- To implement the principle of life-long learning / education.
- To increase a variety of educational services and medium / method.
- To promote equal opportunities to obtain education and information.
- To develop a system of collecting and disseminating educational information.
- To promote technology literacy of all citizens, especially for students.
- To develop distance education with national contents.
- To promote the culture of learning at school (development of learning skills, expansion of optional education, open source of education, etc.)
- To support schools in sharing experience and information with others.