

How to Cite:

Kryeziu, V., & Avdiu-Kryeziu, S. (2022). Models of use of technology in elementary schools at Kosovo: Field of curriculum society and environment. *International Journal of Health Sciences*, 6(S1), 1207-1213. <https://doi.org/10.53730/ijhs.v6nS1.4766>

Models of Use of Technology in Elementary Schools at Kosovo: Field of Curriculum Society and Environment

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Abstract---There is relatively little research on the use of technology in contemporary teaching in our schools, therefore it is very important to explore this topic and to produce realistic results that reflect the use of technology in teaching in elementary schools in Kosovo. The topic of this research is going to be studied in terms of theory as well as in terms of practice. Regarding the theoretical aspect, various literature related to this issue will be analyzed and explored, respectively with the elementary school planning, the use of technology in teaching, curricula, laws, administrative instructions and regulations in force, whereas regarding the practical aspect, a special attention will be paid to the use of technology in contemporary teaching in Kosovo elementary schools, by analyzing the findings of the research that will be presented statistically in this study. Particular focus will be given to the use of technology in the curricular area society and environment. The research will be carried out through method, respectively qualitative methods. The teacher interviews will contain 5 questions. This research is expected to define the level of the use of technology in the curricular area society and environment in elementary schools of Kosova.

Keywords---curriculum, school, society, teacher, technology.

Introduction

Teaching technology involves in itself the use of technical means and the entirety of procedures in organizing and developing the teaching process in the school. Teaching technology is the ultimate precondition for the development of education as a whole. It is complex in nature, puts the student in the active position, the teacher is seen as coordinator, assistant, guide, motivator, incentive during the

International Journal of Health Sciences ISSN 2550-6978 E-ISSN 2550-696X © 2022.

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Manuscript submitted: 27 Nov 2021, Manuscript revised: 18 Feb 2022, Accepted for publication: 09 March 2022

learning process at school, with special emphasis on the curricular area society and environment. (Gixhari, 2016) A clear understanding of the curricular area society and environment and technology offers enormous opportunities to appreciate the embedded values, ethics, and world views while learning science (Chowdhury, 2016).

The best ways to use technology in the classroom is a critical measure of its success. Technology itself does not directly change teaching or learning in the classroom. What is important is how technology incorporates contemporary teaching. Technology itself can not change education, but it can cause a change when integrated into the planning and implementation in practice. (Gixhari, 2016) Society and environment is one of the seven curricular areas envisaged in the Kosovo Curriculum Framework, which develops in students the knowledge, skills and cultivates individual and social democratic values and attitudes by developing the tendencies of the citizen responsible for social and environmental processes (MASHT (b), 2016). The general concepts of the curriculum area society and environment are:

- Individual, groups and social relations
- Social and natural processes
- Norms, rights and responsibilities
- Decision making and institutions
- Environment, resources and sustainable development (MASHT (b), 2016)

We can use technology in all subjects, for example. a teacher who is preparing a history lesson for an ancient civilization or a geography lesson and a remote location. During the lesson the students are asked by the teacher to listen a short lecture from the teacher, to see some photos about the subject and watch some videos on the same subject. So technology makes the teacher build a lesson in many ways for students to understand it better. Through technology, throughout the learning process students are transformed from active to interactive participants. Development of technologies in recent years, offers to teachers who already routinely use TV, video tapes, CDs, DVDs and ICT, projector, computer, etc. a much wider range of opportunities in the accomplishment of contemporary teaching school. (Center for Democracy and Reconciliation in Southeastern Europe, 2013).

In the field of society and environment, a wide range of teaching resources is used, including textbooks, activity and exercise books, workbooks, brochures, atlases, globes, encyclopedias, literature, educational software from advanced technologies, projects, studies different, different analyzes and reports of the respective field, different cognitive visits, etc (MASHT, 2016). With recent developments, the new role and core role of each school in the Republic of Kosovo is to ensure the mastery of the main competences defined by the state curriculum by all students in a safe, inclusive, friendly and encouraging environment for the entire school community, in order to organize a comprehensive school without distinction. A quality school utilizes the capacity available to build its own profile in order to develop its students' competences and to advance the locality in which it operates (IPK, 2016).

The use of technology, especially of computers, is more useful when adding aids as well: printers (enable printing of appropriate materials for development of teaching), projectors (projectors can be used extensively for classroom presentations, classroom training and other events), robots (engage students' curiosity for new discoveries), checkboxes (is a simple tool for use that enables students to control real life models from the computer and gather information from sensors), cameras (can record images, either as pictures or as images in motion for learning projects), microscopes (captures and shoots images and video on a computer during the teaching process in the lab), Calculators & Other Tools (to make interconnections in math and science) (USAID, 2013). Developing a lesson using technology refers to all the activities that teachers make and create to build knowledge and evaluate students if they have acquired such knowledge. Learning development includes three elements of teaching / learning:

- Academic content (what students should learn)
- Learning goals (learning outcomes), methods and procedures
- Assessment of learning outcomes (how do we know what students have acquired)

The development of contemporary teaching using technology is related to how teachers use electronic resources to facilitate and improve the teaching / learning process in the classroom. (Institute of Education Development, 2015)

ICT use is essential but some of the situations where the use of ICT can take place are:

- In cases of real-life permeation through visualization, experimentation, being used by students according to teacher's instructions.
- It describing the subject of the situation and its circumstances
- Opinions given about the steps the student should follow
- Methods of dealing with the situation;
- Discussion questions regarding the topic;
- Settle possible actions to be carried by students, working methods by teachers, links to be used,
- Sources that students will find by themselves from prior knowledge
- During this process there must be a comprehensive involvement of the students
- The teacher should also leave a place for assessing the knowledge acquired (Institute of Education Development, 2015).

Among the most commonly used methods of using technology is the method of interaction during learning through ICT. This method is accomplished through contacts student with student, student with group and group with group. When applying this method, students can also interact with different people, such as classmates, teachers, students of other classes, students from different communities, and people from all over the world. During the learning process to accomplish this, students are placed in groups, it is required from them to be active in lessons; this is why cooperation is required to achieve this interaction so that learning becomes easy; the teacher should ensure that interaction is effective and well-executed (Mexhuni, 2014).

When developing the learning process when using a computer, it should be set in such a way that it can be used flexibly by small groups of students as well as by individuals. There must be space around computers to other devices such as digital microscope, video projector, cameras, loudspeakers, etc. When using technological tools, rules should be developed for their use, providing the Internet as needed, and the equipment be placed in a visible place (USAID, 2013).

The problem of the study

This study aims to research the models of use of technology in elementary schools at Kosovo – field of curriculum society and environment.

Research questions and hypotheses

The primary research question is: What is the level of the use of technology in the curricular area society and environment in Kosova elementary schools? While the general hypothesis of this research is: The use of technology in the curricular area society and environment in elementary schools of Kosova is not at the right level.

Methodology

The research will be carried out through method, respectively qualitative methods. The teacher interviews will contain 5 questions.

Participants

For interview, (Kumar, 2017) I selected 8 primary school teachers in Kosovo. The results obtained from primary school teachers through semi-structured interviews, we have drawn as conclusions, that the use of technology in the field of curriculum society and the environment brings good results to students. We achieved the results of the research through a semi-structured interview which we conducted with 8 teachers of primary schools in Kosovo, respectively in the Municipality of Gjilan. The interview questions were the same for all teachers. The interviewed teachers have graduated from the faculty of education and 2 of them have a master's degree and have over 5 years of work experience.

Research instrument

For data collection we chose the semi-structured interview of 5 questions (see appendix) The semi-structured interview is used to gather data in a wide range of research types (Matthews & Ross, 2010). The answers received are presented anonymously without mentioning the names of the participants in the interview.

Results and Discussions

We conducted the interview with primary school teachers in addressing the issues:

- Use of technologies in the field of society and environment curriculum

- The impact of ICT on the achievement of learning outcomes for this curricular areanw

In Kosovo schools, the integration of curricular areas and the use of technology has become a need of the time. During the interview with teachers they stated that the use of technology in achieving curricular outcomes in the field of society and the environment greatly affects primary school students. The interviewed teachers stated that in almost all the lessons realized from the curricular field, society and environment, they use technological tools, such as finding new data, displaying data in front of students, interconnecting curricular areas, etc. Among the biggest influences that the use of technology has in the realization of planning in the curricular field, society and the environment is the one in achieving results for this curricular field. Models of use of technology in elementary schools at Kosovo – field of curriculum society and environment. In the following we will present the realization of the interview with primary school teachers regarding the model of using technology in the curricular field society and environment.

In the first question to teachers: Do you use technological tools in the implementation of teaching in the curricular area society and environment, describe in your own words?

The use of technology is an inseparable tool in the realization of learning in all curricular areas, especially in the curricular area society and environment. Technology is used in the realization of almost all learning units, where we as teachers receive a lot of data from the Internet, display it in front of students, with photos, data, books we use with students are digitized where often the learning units you display through the video projector. Through ICT (Information and communications technology) we display historical figures in front of students, various events with audio-visual images, historical films or plant species, and we can display natural phenomena in front of them through the use of ICT. (this is how the interviewed teachers responded).

To the second question: How does the use of ICT affect the achievement of learning outcomes in the curricular area society and the environment?

The interviewed teachers gave us approximately the same opinions on this question. Technology affects the achievement of learning outcomes for the curricular area society and environment, because using ICT achieving results becomes easier, as students seeing things closer, stay longer in memory, listening to events are more near them, etc. With a special focus on learning outcomes, technology affects self-knowledge, social cognition, cognition of historical processes, group structure, cognition of nature, society, learn more specifically about the use of technology in research for their lessons, etc.

To the next question: Mention some of the best models of using ICT in the curricular area society and environment?

Respondents gave different opinions on the patterns of ICT use in the learning process. They most often use computer models: for plan making, for data

processing, power point display, video recordings, movies, various documentaries, you tube, photos, google meet programs, zoom, email, etc.

Question four: Does ICT affect students' motivation for learning achievement?

Teachers interviewed said that ICT has a great impact on motivating students to achieve, as we now live in a time of using technologies in daily life and students' curiosity for technology has greatly increased.

In the 5th question of the interview: Does the use of ICT enable them in the interconnection of curricular areas?

The use of ICT gives us many opportunities, especially in the interconnection of curriculum areas, where through ICT we interconnect planning, teaching strategies, teaching methods, teaching units, techniques and teaching instruments, through these tools we integrate different areas and connect society and the environment with all other curricular areas.

Conclusion

From the results obtained from the interview conducted with primary school teachers regarding the patterns of use of technologies in the curricular field society and environment. All teachers surveyed said that they use technology in teaching and especially in the realization of lessons from the curricular area society and environment. The field "Society and environment" creates opportunities for students to develop the necessary competencies to fulfill their role as a member of a multicultural and democratic society in an increasingly interdependent world. The courses that make up the field "Society and environment" develop in students critical and creative thinking, enrich their culture and prepare them to play an active role in a democratic society. They stimulate the intellectual development of the student by providing conceptual and methodological mechanisms that the student can use in different situations (INSTITUTI I ZHVILLIMIT TË ARSIMIT, 2016). Technology is used by teachers in all curricular areas but a special place is occupied by society and the environment in the curricular area, where the interviewed teachers claim that the models of using technologies in this area have a great impact on achieving curricular results in this area. , affect the interconnectedness of fields, the inclusion of students, shorten the time in browsing the literature, finding data, opening discussions, etc

Limitations of the study

The study is mainly based on the researched literature and the interview conducted with teachers who work in primary schools in the Municipality of Gjilan. The interview with the teacher was semi-structured. If we were to apply any other research instrument we could get other results and conclusions.

Acknowledgments

Grateful to all those who contributed to the realization of this research. A thanks to the interviewed teachers that participated in this research, and our research was realized thanks to the cooperation with teachers.

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