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INTERNET IN EDUCATION SYSTEM

Abstract

In recent years, internet use have been transformed into an activity that is increasingly popular for the young people. They can make the internet part of their lives, intertwining it with the social, emotional and spiritual one. There is a growing number of studies that try to find the positive and negative aspects of the internet use. Our overall interest in this research is to explore the positive and negative effects of internet use on the educational system, as one of the main factor of the youth culture. A positive example could be that access to much more information has brought more sophistication and awarness in the educational process of young people; on the other hand this prevalence of internet have intensified psychological and cognitive problems, changed cultural norms governing traditional events such as funeral mourning, incited new kinds of fears, and have also been used by marketers to aggressively target these same young people for financial gain. From a systematic review of the recent literature, we find conclusive evidence regarding different factors that influence the learning process and the educational system in general.

Keywords: youth culture, internet, educational system, learning process, cognitive abilities

1. Introduction

The internet has become an integral part of our society. There is no question that in 21st-century youth has become far more dependent upon connectivity for studying, playing, communicating, and socializing (Wallace, 2014).

The Internet is a widely recognized channel for information exchange, academic research, entertainment, communication and commerce (Widyanto, Griffiths & Brunnsden 2011).

About 40% of the world population today are regular internet users. Statistical data from 2013, shows that about 62.7% of Albania's population are Internet users, 35.4% are users of Facebook and 75.8% discharge of various internet programs (Europe Internet Stats, 2013). Today, these figures should certainly be much higher.

26 years ago our country suffered from the phenomenon of isolation culture, above all by lack of artistic freedom and insufficient communication with the western part of the world. Now, several years after the change, the cultural sphere is still facing considerable problems. However, there is still lack of appropriate cultural policy and, consequently, there is not enough support for culture in general and for the nonstate culture in particular, including the educational system of our country.

The contemporary concept of education, is adequate to the values mentioned above and adopted in many countries as the priority, claims that the main goals of education nowadays should be intellectual and moral development of students, their critical and creative thinking, their ability to work with information (UNESCO, 2013).

The main aim of this study is to explore the benefits and the side effects of using the internet in auditors when planning lessons, constructing tasks, promoting student motivation etc.

Research questions

- What are the advantages of young people from using the Internet in their classes?
- Are there any side effects to the use of the Internet in lesson/course planning and teaching?

2. Method

A comprehensive literature search was conducted using the database Web of Knowledge. The following search terms (and their derivatives) were entered with regards to Internet use: "internet", "education system",

“positive effects”, and “negative effects”. Moreover, additional studies were identified from supplementary sources, such as Google Scholar, and these were added in order to generate a more inclusive literature review. Studies were selected in accordance with the following inclusion criteria. Studies had to (i) assess Internet and its influence on educational system, (ii) be published in a peer-reviewed journal, and (iii) be available as full text in English language. No time period was specified for the literature search because the articles about internet and its positive and negative consequences are relatively new, so that the studies were expected to be recent (i.e., almost all having been published between 1996 and 2011).

3. Literature rivew

3.1 The positive effects of internet in educational system

McLuhan (1966) said: “Anyone who tries to make a distinction between education and entertainment doesn’t know the first thing about either”. The idea of this relationship is however difficult to understand, at least for those who have in mind a certain type of school, the rows of banks, fixed hours of the morning, the questions in class, homework, etc.

One of the most popular interventions in this area is to introduce the internet in the future learning process.

A number of researchers point to the benefits of using the Internet in formal education. Abdallah (2007) argues that the Internet is used in education because its facilitates in learning, teaching and communication. It is possible to find a great deal of (course/subject) information online and to do so any time. Specifically commenting on advantages of the Internet for foreign languages teaching, he mentions that students can study any topic in an foreign language independently online, and they can also find many activities on the Internet to use in order to improve their proficiency.

Jeremy Harmer (2007) writes that students and teachers can find practically any kind of information they want on the Internet. They can access newspapers, encyclopedias, history sites, film guides, lyrics, and broadcasting associations (e.g. the BBC).

Other popular theories of learning and examples are argued, that the internet is able to stay at the same time in an ethical-epistemological plan (development of shared values), social (development of a series of current social practices), experimental (experimenting with different and intense identities) and with a full understanding (development of understanding). One of the main authors of this perspective is James Paul Gee - in favor of

internet use and in contrast to the prevailing opinion of our time (Griffiths, 1999). According to him, the fundamental point which we should reflect on the learning experience is because our brain is able to store any kind of experience, and to simulate learning. If the best experience of learning is based on the motivation, the determination of clear, interpretation of results and immediate and constant feedback (Gentile & Stone 2005), then internet appear to be an important tool of learning, because it is characterized precisely by these elements.

Thanks to internet, we can also learn more solid evaluation and verification systems of “classic” tests. It is easier for students to resolve problems, including in activities that make them emotionally and psychologically mature, because the student plays by taking on risks and accepting challenges. Even language learning becomes easier, because the best way to do this is not a book or a dictionary, but as a result of direct experience with the game (learning steady and significant).

Those who study at schools, universities, colleges can enhance their knowledge using the educational literature, encyclopaedia, references, dictionaries, databases, which are freely accessed, participating in distance educational courses, in collaborative projects with students from other schools, universities, countries, discussing different problems with them.

On the other hand, people in different countries, not only in the cultural and scientific centres, are able to get education in famous universities. Disabled children, invalids can learn at schools, colleges and universities by distance (UNESCO, 2013).

3.2 The negative effects of internet in educational system

There is also a researches group that examine the harmful effects of internet in educational system. Some pessimists argue that all the new information and media choices are largely false choices that don't benefit the educational process (Szoka & Marcus, 2011).

For teachers, administrators and, specifically, for learners the biggest barrier in obtaining data of any type is the navigation problem residing in the lack of functionality (and, in some cases, even in total absence) of tools and systems for systematic description and cataloguing (Yang & Moore, 1996; McKenzie, 1996). Thus, according to S. Clemmit (Clemmit, 1996), she had had to spend almost a year before she managed to find the sites with information, which could be used in the teaching of physical geography. For more equitable and effective exploitation of the new technologies in education important role plays the section of material and technical

infrastructures but also the know-how of the instructors. According to the Greek datum, and based on daily experience, this two sections usually fall short.

Another problem, which can be observed as a derivative of the above mentioned, is the problem of “cognitive overload” – unreasonably large amounts of time required for learning of system control function and for making the decision about future routes of net surfing (Yang & Moore, 1996; McKenzie, 1996). Without an elite mainstream media, we will lose our memory for things learn, read, experienced, or heard.

Standing online is much more appealing to the student than to study the books or do homework, and the risk of abuse is really high: anyone who has seen a person playing or doing something else on internet, cannot be have escaped unnoticed its hypnotic state and his total “immersion” in the virtual world (Elam, Stratton & Gibson, 2007).

The situation is much more difficult for social contexts, such as the Albanian, where didactic technological and cultural innovation, need time to integrate and become part of it. This doesn't mean that efforts should not be made, and it is important to begin now by initially using internet as a discussion topic, in order to learn to recognize without prejudice, dismayed by integrating as methods of learning and socialization.

The most frequent question that arises us as educators and parents is: how should I manage the media in order to help my children, preserving cognitive skills, acquired during a slow evolution and tedious human species? This is an issue that evokes debate. Many researchers point to the fact how multitasking impairs some cognitive skills, such as concentration, analysis and reflection of a concept: our brain has the ability to process information at several levels, but that is not likely to multitasking activities (CBC: Fifth Estate, March 6, 2009).

As the Internet is filled with multimedia information, inquirers for information from data and knowledge bases encounter technical restrictions universal for the Net, in this case – the limited throughput of data delivery channels.

The problems of legislative and public control over Internet contents are a part of the general problem which can be denoted the trans-cultural nature of the Net. It can become a difficult trial of cultural identity for the nations of the world (UNESCO, 2013).

Finally, the use of the Internet poses certain risks to the younger generation, such as bullying (e.g. to post hurtful messages/pictures), harmful adults (e.g. paedophiles), unsuitable content (e.g. violent and pornographic material) and cheating (e.g. to copy paste online material). This dilemma is

indeed a problem for schools and the authors acknowledge that at present there is no simple solution. According to Sharples et al (73), if schools forbid students to access inappropriate web sites, they will soon find other ways of doing so (see also Cunningham & Andersson 1997).

4. Conclusions

In summary, the first group of researchers see the Internet in a positive light, as an effective tool for self-realization, experimentation and research. Evidence also shows that in Albania the integration of technology in school/universities is not a common practice.

Referring to foreign authors technology integration in the educational process has the following benefits: 1) increased student motivation; 2) increased student engagement; 3) increased student collaboration; 4, increased hands-on learning opportunities; 5) allows for learning at all levels; 6) increased confidence in students, and 6) increased technology skills.

The side effects attributed to internet are based on their content, affective problems and the persistent encouraging of violent behavior and other psychological problems.

Technology can easily be overused within the classroom, and this can cause negative effects on the entire learning experience. Some of these effects are already seen from student texting and internet usage (school-related and trivial) during class.

The main effect from technology may be that the young people are not concerned with details. However, it is hard to say if this is a good thing or a bad thing in the future especially with the universal availability of the internet. The students of the future prioritize where the information can be found (i.e. via Google) rather than what the information actually is. The constant stimulation that comes from the internet has also taken away the ability of students to generally focus in the classroom (Brahmbhatt et al, 2012).

The thesis statement of the present study is that it is of utmost importance that teachers/lecturers are familiar with modern technology, and moreover that they can benefit from using the Internet as an additional teaching resource.

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Sažetak

INTERNET U OBRAZOVNOME SUSTAVU

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Posljednjih je godina uporaba interneta postala aktivnost koja je znatno popularna među mladim ljudima. Internet je postao dijelom njihova života, isprepleten skupa s društvenim, emocionalnim i duhovnim životom. Raste broj studija koji se bave pozitivnim i negativnim aspektima uporabe interneta. Istraživački je interes rada istražiti pozitivne i negativne učinke uporabe interneta na odgojno-obrazovni sustav, kao jedan od glavnih čimbenika kulture mladih. Pozitivno je što pristup informacijama donosi i više sofisticiranosti i svijesti u odgojno-obrazovnome procesu mladih ljudi; s druge strane rasprostranjenost interneta povećala je psihološke i kognitivne probleme, promijenila kulturne norme koje upravljaju tradicionalnim događajima poput karmina, novim vrstama strahova, i koje koriste trgovci kako bi iskoristili financijsku korist od mladih ljudi. Iz sustavne analize recentne literature zaključujemo o različitim čimbenicima koji utječu na proces učenja i odgojno-obrazovni sustav općenito.

Ključne riječi: kultura mladih, internet, odgojno-obrazovni sustav, proces učenja, kognitivne sposobnosti