Informatics as a tool to improve and enhance the learning – teaching process / Hadas Weinberger

ABSTRACT

Can Information Science really introduce a change that will enhance and improve the Learning - Teaching Environment (L. T. E)? it was this question that originated this research which results are thus presented.

Data was collected from three groups of subjects. They represent three facets of the phenomena. One 20 subjects teachers' group and two twenty subjects' groups of gifted and un-gifted secondary school students. The focus of the investigation was exploring the influence of information Science In regard to the dependent variables namely:

(1) Inquiry skills; (2) Independent learner skills; (3) Functioning in a differentiated environment.

Measuring the influence of these variables was conducted by a 10 month seminar in which manipulation of a range of Information Science theories and tools were introduced. The outcome of the manipulation was analyzed in relation to the independent variables Former experience, Attitudes and Group. For the study a wide range of methodology was operated which included passing questionnaires, conducting observations. Interviews and paper analyses. The study was held in relation to implementing and examining a prototype for the for integration of I. T. to education.

The accumulating value and the influence of the independent variables and the Technology manipulation on the dependent variables are here presented, analyzed and discussed.

The major findings of this study indicate the following:

(1) There is a close connection between the level of experience to understanding Information Science potential & challenge and internalization of Information Science concept.

(2) Increase of motivation and variant thinking and learning skills were observed as a result of integrating Information Science into T. L. E.

(3) Actual differences indicated that there is a gap of skills and capabilities Between teachers and students that stop the teachers from being able to assist their students in various aspects of working with Information Science.

In view of these findings and of the foreseen developments in this field The research conclusion is:

In order to achieve efficient exhaustion of the integration and interaction of Information Science in Education there must be a full perception of the change that overtakes the T. L. E. It becomes a vast library, virtual library that enters each and every class and reaches each and every student.

In view of all that we recommend а massive integration of Librarians/Information Scientists to lead and support further such projects. The Information Scientist now out of the school library and into the classeroom is the one trained to considerate the complexity of Information Science. trained to cope with answering to varied information needs, and the operational as well as other aspects of the phenomena. This solution will attack the main obstacle on the way to improve and reshape T.L.E. setting it on a way to a successful integration of a paradigm as a whole.

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