

Access To Information And Use Of Digital Instruments In Education And Student Opinions

Acceso a la información y uso de instrumentos digitales en las opciones de educación y estudiantes

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Summary

It would not be wrong to say that a transformation has started in education as in all fields since the 2000s when the Internet began to spread. In the traditional education model, the student-centered learning models take the place of the teacher understanding that stores the information in itself, directing the student to different sources and competing with each student. According to Prensky, the generation of the so-called digital natives, who was born after 1980, has its own characteristics, its propensity to technology and digital media, contrasts with the teacher from the traditional education model. It would not be wrong to say that traditional educators, whose learning processes take place in the library environment, are replaced by educators who direct the students to digital environments where millions of information can be accessed with a single click and who design their courses accordingly. From this point of view, the situation of students' use of digital tools in educational processes constitutes the problem sentence of the research. The aim of the study was to determine the awareness level of students about the use of digital tools in education, to view the digital educational tools, to determine their feelings and thoughts against the course processes carried out with interactive course applications. The questions sought in the interviews are:

- 1) Do you use digital education elements in the course? (Do you use interactive methods when processing your lessons).
- 2) What is the use of digital elements in your teachers' course processing and homework project preparation process?
- 3) Do your teachers use traditional education methods or digital education practices?
- 4) Can you evaluate the lessons you perform in interactive environments? (learning gains, contributions to you)
- 5) Do you prefer traditional educational models and interactive teaching practices? Why is that?
- 5) What do you understand about digital education?
- 6) How long have you been using digital education in your education?

In this study, which was conducted in order to determine the students' opinions about access to information and the use of digital tools in education, it was conducted by using 'qualitative research' method with 10 university students. As it is known, qualitative research can be defined as qualitative data collection methods such as observation, interview and document analysis, and a qualitative process in which the perceptions and events are presented in a realistic and holistic way in the natural environment. (Yıldırım, 1999) The most frequently used qualitative method is interview. Interviewing is a powerful method used to reveal people's perspectives, experiences, emotions and perceptions. (Cited by Yıldırım; A Bogdan and Biklen, 1992). Standardized Open-ended Interview: This approach consists of a series of carefully written and ordered questions, which are asked to each interviewee in the same manner and order. (Cited in Yıldırım; A Patton 1987, p.112) In this study which was conducted by using interview method which is one of the qualitative research methods, standardized open ended questions were asked to the participants and their answers were recorded and analyzed. In this research, the students' level of awareness about the use of digital tools in education, their perspectives on digital education tools, their feelings and thoughts about the course processes carried out with interactive course applications were examined. According to the results of the study, it is seen that the student profile, which meets the digital world at the time of birth, e-mails, chats, uses social media, and access to research resources in new media where information is used freely, is also prone to the use of digital tools in education. It has been observed that students prefer online, online and interactive applications instead of traditional education models.

Keywords: Digital education, interactive course applications, internet

Resumen

No estaría mal decir que se ha iniciado una transformación en la educación como en todos los campos desde la década de 2000, cuando Internet comenzó a extenderse. En el modelo

educativo tradicional, los modelos de aprendizaje centrados en el alumno sustituyen a la comprensión del profesor que almacena la información en sí misma, dirigiendo al alumno a diferentes fuentes y compitiendo con cada alumno. Según Prensky, la generación de los denominados nativos digitales, que nació después de 1980, tiene características propias, su propensión a la tecnología y los medios digitales, contrasta con el docente del modelo educativo tradicional. No estaría mal decir que los educadores tradicionales, cuyos procesos de aprendizaje tienen lugar en el entorno de la biblioteca, son reemplazados por educadores que dirigen a los estudiantes a entornos digitales donde se puede acceder a millones de información con un solo clic y que diseñan sus cursos en consecuencia. Desde este punto de vista, la situación del uso de herramientas digitales por parte de los estudiantes en los procesos educativos constituye el enunciado problema de la investigación. El objetivo del estudio fue determinar el nivel de conciencia de los estudiantes sobre el uso de herramientas digitales en la educación, para visualizar las herramientas educativas digitales, para determinar sus sentimientos y pensamientos frente a los procesos del curso llevados a cabo con aplicaciones interactivas del curso. Las preguntas que se buscan en las entrevistas son:

- 1) ¿Utiliza elementos de educación digital en el curso? (¿Utiliza métodos interactivos al procesar sus lecciones?).
- 2) ¿Cuál es el uso de elementos digitales en el procesamiento de cursos de sus profesores y en el proceso de preparación de proyectos de tarea?
- 3) ¿Sus profesores utilizan métodos educativos tradicionales o prácticas de educación digital?
- 4) ¿Puede evaluar las lecciones que realiza en entornos interactivos? (ganancias de aprendizaje, contribuciones a usted)
- 5) ¿Prefieres los modelos educativos tradicionales y las prácticas didácticas interactivas? ¿Porqué es eso?
- 5) ¿Qué entiendes sobre educación digital?
- 6) ¿Cuánto tiempo ha estado utilizando la educación digital en su educación?

En este estudio, que se realizó con el fin de conocer la opinión de los estudiantes sobre el acceso a la información y el uso de herramientas digitales en la educación, se realizó mediante el método de "investigación cualitativa" con 10 estudiantes universitarios. Como se sabe, la investigación cualitativa se puede definir como métodos de recolección de datos cualitativos como observación, entrevista y análisis de documentos, y un proceso cualitativo en el que las percepciones y eventos se presentan de manera realista y holística en el entorno natural. (Yıldırım, 1999) El método cualitativo más utilizado es la entrevista. La entrevista es un método poderoso que se utiliza para revelar las perspectivas, experiencias, emociones y percepciones de las personas. (Citado por Yıldırım; A Bogdan y Biklen, 1992). Entrevista abierta estandarizada: este enfoque consiste en una serie de preguntas escritas y ordenadas cuidadosamente, que se hacen a cada entrevistado de la misma manera y orden. (Citado en Yıldırım; A Patton 1987, p.112) En este estudio que se llevó a cabo utilizando el método de entrevista, que es uno de los métodos de investigación cualitativa, se hicieron preguntas abiertas estandarizadas a los participantes y sus respuestas se registraron y analizaron. En esta investigación se examinó el nivel de conciencia de los estudiantes sobre el uso de herramientas digitales en la educación, sus perspectivas sobre las herramientas de educación digital, sus sentimientos y pensamientos sobre los procesos del curso llevados a cabo con aplicaciones interactivas del curso. De acuerdo con los resultados del estudio, se observa

que el perfil del estudiante, que se encuentra con el mundo digital en el momento del nacimiento, envía correos electrónicos, chats, usa las redes sociales y accede a recursos de investigación en nuevos medios donde la información se utiliza libremente. , también es propenso al uso de herramientas digitales en la educación. Se ha observado que los estudiantes prefieren aplicaciones en línea, en línea e interactivas en lugar de los modelos educativos tradicionales.

Palabras clave: Educación digital, aplicaciones de cursos interactivos, internet.

Introduction

it is a known fact that the internet and the digital world are active in almost all of our lives today, reading habits of people change and the time allocated to reading decreases and the interest in printed publications changes compared to the past. in our age, where speed and change are effective, it can be said that digital materials have replaced written books or publications. day by day, smart phones, tablets, computers and other digital data-based materials to increase, ease of use in terms of the size of the smaller and the strengthening of the memory in contrast to the more data digital storage, processing, offers us the possibility to use. mankind continues to exist as the most intelligent living creature in search of innovations and inventions that serve itself constantly. this desire is seen in the discovery of the wheel, as well as in educators who want to take advantage of the data digitized in education and training and in the science of technology that reduces the largest library of the world to a pocket-sized phone with digital codes. those born during or after such a transition process are almost completely alien to the pre-digital generation, where the previous generation or generations lived. this generation is called digital natives. digital natives are also divided into different categories among themselves.

prensky (2001) divides those who are familiar with digital media and those who are not, as digital natives and digital immigrants. digital natives are the generation that was born in 1980 and later are also named millennials (students of the millennium), digital natives, net generation, the gamer generation, next generation, n-generation, cyber kids (homer zappiens), grasshopper mind (grasshopper mind) (pedro, 2006, şahin, 2009). digital immigrants were born before 1980. digital immigrants, like digital natives born within the digital world, are not familiar with virtual reality, but are a generation that tries to adapt later. (act; çetin, özgidem)

when this new generation or digital generation analysed, it is seen that they continue their education with a very different understanding compared to the generations born before 1980. it can be stated that a generation who tried to write the book on the blackboard with the concern of not being able to educate what the teacher wrote in his notebook was transferred to a generation in a very short time by transferring the photo of the board to the digital phone in less than a second. the individuals who have yet to adapt to these developments have been able to deliver the same images and materials to each other or from groups to groups, regardless of time and space, in an even shorter time.

it is seen that today's generation, this rapid change, the digitalization that enters into their lives, prefer to benefit themselves by using them actively in the field of education and training in addition to their feelings and needs such as communicating with each other, socializing and being aware. digital indigenous people use technology in five different contexts: personal interest or entertainment, social communication, daily use (such as storing or accessing information, looking at train tickets), professional work and university / course work (transferring from waycott, 2010, bilgiç, 2011).

it is a fact that today's generation, which is a digital native, wants to take more time, spend time and use them for education and training in the digital world where they are more dominant than their predecessors. however, today's students want their instructors, academic staff and/or

schools to keep up with all this digitalization, to reorganize and guide their educational methods accordingly. it can be stated that the most prominent changes and transformations took place in the generation of children born after the millennium in 2000, which is called the z generation. children born into a world of internet have been faced with thousands of new software, applications and all kinds of digital devices since they were born. while all these technological devices have put the z generation socially and scientifically, education has been transformed by these developments. generation z, even outside the physical school environment, using digital platforms such as facebook, twitter, instagram, youtube, pinterest, communicates, socializes with other students and/or groups, and most importantly, it makes it easier to learn and establish their own systems in their education.

generation z prefers to be compatible with the training of digital-based application systems that they use or know very well to use. because for them, this digital world means as much real platform as the world in which they live and use in every moment of their lives. therefore, this generation (z) is technologically different from the backward generation (y). digital learning processes created by supporting digital content, materials, tools and programs also support the individual development of the student. starting from the fact that not every student can learn at the same speed and in the same way, electronic environments open the doors to a free self-learning process. this dynamic process can contribute to the individual learning process of the student by breaking the patterns of traditional education with student-centered education.

Method

in this study, which was conducted in order to determine the students' opinions about access to information and the use of digital tools in education, it was conducted by using qualitative research method with 10 university students. the most commonly used qualitative method is interview. interviewing is a powerful method used to reveal people's perspectives, experiences, emotions and perceptions. (cited by yildirim; a bogdan and biklen, 1992). standardized open-ended interview: this approach consists of a series of carefully written and ordered questions, which are asked to each interviewee in the same manner and order. (cited in yildirim; a patton1987, p.112) in this study which was conducted by using interview method which is one of the qualitative research methods, standardized open ended questions were asked to the participants and their answers were recorded and analyzed.

the aim of this study was to determine the level of awareness of students about the use of digital tools in education, their perspectives on digital education tools, their feelings and thoughts about the course processes carried out with interactive course applications. these students were selected from 5 different faculties of near east university. while making this selection, the faculties that use digital education tools most intensively were selected within the scope of the course. open-ended questions were posed to the participants by the researchers. and the research took place in a social environment where interviewers could freely express their ideas. the researchers had an average of 30 minutes of interviews with the participants. the participants were 5 men and 5 women. the age of the participating students varies between 20-25.

data analysis

the data collected in this study were transferred to the original form without letting any additions or interpretations while remaining true to its originality and authenticity. induction method was used in the analysis of the collected data.

findings

within the scope of this research on access to information and the use of digital tools in education and student views, 10 university students were interviewed using interview method from qualitative research methods, open-ended questions were asked to the participants and their answers were examined by content analysis method. while the answers of the students are in *italic*

quotation marks, s stands in parentheses. (s: 1) also represented the first student.

to students; do you use digital education elements in the course? please explain. and answers were given as follows.

in the course, i use and use digital educational elements in accessing information. thanks to the rich resources offered by the digital environment, i read different opinions about that subject, realize my shortcomings and add information to my knowledge. digital education elements also have significant impacts on learning. i can get a high efficiency from digital education elements (s: 1).

we benefit from digital education in our courses. some of our courses use traditional methods. while accessing information, interactive elements give faster and more practical results (s: 3). in our courses, which include learning models called remote education and reverse education, digital elements predominate. in addition to this, while our traditional course procedures continue, e-learning environments are created in some of our courses (s: 5) depending on our course content, we obtain educational information and watch videos from sites such as youtube and khan academy (s: 6).

the majority of the students who participated in the research stated that they used digital tools extensively in their courses. students who stated that they use methods such as e-learning, distance education, flipped classroom, watching video with educational content in their courses, stated that online lectures and exams provided convenience for themselves. the students stated that this kind of applications destroy especially the concept of time and space within themselves and that the course environment can be provided in any case, and that the course is not only in the classroom or school environment and that it increases the motivation of reaching the course content in the desired place.

what is the intensity of your teachers' use of digital elements in the process of lesson preparation and in your homework project preparation process? the following answers were given to the following question: our teachers transfer the information they gathered from various sources to the slide in a way that students can better understand. it provides us with various information, questions about the subject and activities to help us in digital environment. in this way, we become aware of our shortcomings and reinforce them in a very good understanding. in the process of preparing homework and projects, our teachers offer us rich digital resources. thanks to these resources, we successfully accomplish our projects and assignments (s: 6). we do online quizzes and quizzes that the whole class will attend. we have the freedom to do these exams which are held on the internet with various applications in the time period that is suitable for us, at home or in any place we want. this is a good practice that makes our lives easier (s: 7) in a lesson we have taken within the scope of the reverse face education model, our teacher gives us information before class by throwing course videos weekly. we watch the videos before the lesson, we come prepared for the lesson, we provide the subject to consolidate the lesson (s: 1) in the classroom environment, watching videos in the classroom, course materials and course materials can help our training process without boring. with the addition of slides, anecdotes, current cartoons and evaluations in social media, our course content becomes more fun and lasting. (s 2)

the development of teachers' information literacy skills will also empower them in how and where they can access information. teachers with these skills will both develop themselves and be more beneficial to their students (avci and seferoğlu, 2011).

the students who participated in the research stated that their teachers used digital elements in the process of preparing lessons and assignments to students. students, who use electronic media from time to time in both lectures, exams and other applications, stated that this situation freed themselves and the boundaries of time and space were lifted and expressed their satisfaction with the application. in particular, students find their work more familiar with the system they are familiar with, namely electronic and digital materials. in other words, the fact that the teacher and

the student use the same language (digital) creates the ground for the student to get more into the subject.

it is observed that students who have not experienced the classical narrative processes outside the school more quickly, provided that they are based on a visual and / or literary narrative from the language they understand.

the students answered the question whether your teachers use the traditional education method or digital education practices. the students stated that the applications differ according to the content of the course and that both applications are used equally. one student, most of my teachers use the digital education application. in this period when we entered the technology era, our teachers realized the benefits of digital education applications and aimed to get more efficiency from these applications. we also have teachers who benefit from traditional education methods, but nowadays, many teachers have mastered the technology and tried to use the benefits of technology efficiently in their education life (s: 9) and emphasized that digital applications come into prominence in their courses. many researchers state that the use of technology plays an important role in providing a rich education and learning environment to the education curriculum. at this point, teachers should demonstrate the ability to integrate technology effectively with the learning-teaching process (pekşen, 2011). another student stated that they took notes by listening to the teacher explaining the courses or they made voice recordings and that they were teaching their courses with traditional education methods. in particular, the students who stated that the younger generation teachers were teaching the lessons with digital electronic data and that their narrative or homework were more easily internalized, that the more experienced and more advanced teachers in the age gave more space to the classical narratives and that their communication with the teachers who gave more space to the digital applications better. they emphasized that.

to students:can you evaluate the lessons you perform in interactive environments in terms of learning outcomes and contributions to you? the following answers were given to the question: through interactive environments, i can emphasize the points i don't understand, and thanks to the activities that the environment offers me, i can better understand the subject and make better inferences. i think that the lessons in this environment have made a great contribution to me. (s: 7) in our interactive courses, learning is more practical, rational and faster. in this sense, we are able to adjust our own study speed by ourselves and proceed in the units as we wish. (s: 6) i think that my learning process is better because it allows learning by seeing, watching and stopping. in the classroom environment, sometimes we cannot ask questions for some reasons and sometimes for different reasons. there is no such problem in the interactive environment. it is easy to ask questions and get answers to the teacher (s: 3).

based on these answers, it can be said that interactive learning environments have high learning outcomes, and interactive environments increase students' ability to participate in classes, ask questions and discuss. in particular, it can be considered that the shares in social media channels are an important pillar extending from the individual to the society. in this sense, social media is richer and interactive in terms of opinion, thought and conceptual discussion opportunities than classical media. (bilgin, çelik, kasimoğlu, 2018).

it is observed that students who mostly interact in their daily lives want to live in the same speed and interaction classes.

do you prefer traditional educational models or interactive teaching practices? why? in the form of students, i prefer interactive lecture applications. interactive learning is more appropriate to my learning style. i prefer interactive course applications because of the convenience and rich content they provide. if we look at the fact that i am more successful in the courses that benefit from interactive course applications, we may think that this application is correct (s: 1). while another student also said that interactive course applications contain more memorable and equipped information for me. for him, interactive models have increased the permanence, he

replied. today's students born after the millennium prefer interactive, online applications more than traditional lecture methods. the rich content of the media, easy access to data, and a study independent of time and space attract the attention of students. the students who stated that they learned with fun in interactive methods emphasized that they were happy to be able to adjust according to their own working speed.

Result

education is the process of changing the behavior of individuals in the desired direction and permanently. the education process starts with the birth of the individual and informal in the family and continues with the social and formal structure of the educational institutions. the process of informal education that begins in the family is formed by the influence of parents and other adults in the family, while education and training in the school is largely shaped by the influence of teachers who work there. (kasimoğlu, 2012).

the endless movement of education has caused dizzying developments in technology, science and the rapid spread of the internet since the 2000s. in this fast-paced process all over the world, the generation born after 1980 and called as digital natives is much more likely than the generations before it. the aim of this research is to determine the level of awareness of students about the use of digital tools in education, their perspectives on digital educational tools, their feelings and thoughts against the course processes carried out with interactive course applications. in the new media where it is freely used, it is seen that the student profile which reaches to research resources is more prone to use digital tools in education. nowadays, students prefer learning environments such as mobile, online, online, distance education or reverse-face education where student-centered learning speed is determined and their ability to work independently from time and space is increased. it is a widely accepted fact that the generation called z generation is more competent than other generations in the use of digital tools, web-based software, social networks, digital materials, information and interaction networks and interactive platforms.

in this context, universities, which are always expected to be in front of the society in terms of examining the problems and concepts that involve social developments, should also be the pioneers in digital transformation and educational practices and organize the course contents in this way. however, in educational institutions, digital immigration teachers may experience generational differences and conflicts with digital, indigenous and z-generation students. in this interactive period, where development and change cannot be prevented, the establishment of a culture of reconciliation between trainers and trainers has become both a desirable and necessary necessity. in particular, the generation of so-called digital children or the generation z, the desire for digitally supported education, representatives of other generations should not oppose and must walk this necessary path together. while the traditional education method consists of teacher-student-class-assignment and what is taught, many new concepts such as student-electronic platform-digital portal-data flow rate-integration and topicality should be sought in the current education model. however, although it is sufficiently understood how important all these factors are, there is a variable that is assumed to be more important than these factors. this variable is the educator or the one who determines the content of the training. for this reason, the qualifications of trainers can surpass many concepts. the greatest expectations of the students are that the new generation and their habits, digital lifestyles, individuals who understand the language of the informatics world and the language of the generation z, that the curriculum and narrative contents are parallel to the development of the world, are far from dogmas and follow the developments are applied.

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