



Czech University of Life Sciences Prague
**Faculty of Economics
and Management**

ICT educational tools as a help for socially disadvantaged groups

Pavel Šimek, Jan Masner & Michal Stočes

Department of Information Technologies Czech Republic

masner@pef.czu.cz



Introduction

- At CULS Prague, we teach:
 - Regular students (bachelor, master, Ph.D.)
 - Lifelong learners, socially disadvantaged groups of people - women after maternity leave, elderly people, people in rural areas, farmers, young new entrepreneurs, or handicapped people
- Differences in acceptance of teaching methods among various groups of learners



Lifelong learning in society today

- Growing importance of:
 - Faster changes in required ICT skills and competences due to technology changes
 - Social impacts of digital divide
 - Influence and use of new technologies in educational process
- Potential threat of social exclusion due to lack of ICT competences



Digital Agenda for Europe 2020

- Major strategy document for the European information society until 2020 (EC, 2010)
- Actions to tackle technology-based social exclusion, digital literacy, participation of women and quality of life of older people and people with disabilities



Motivation of learners and distant learning

- Motivation differs among learners' groups
 - e.g. elderly study for personal development and participation in modern society
- Distant learning courses bring advantages in distance, financial costs for transportation, etc.
 - e.g. used by companies to requalify employees 50+



Content and form of education

- More frequent use of online study material puts higher demands on their quality
- Usability of e-learning websites may be still low
- Evaluation of effects of mobile platforms on learning process is viable research topic



Conclusions

- Issues that need to be covered during implementation lifelong learning ICT based systems:
 - Higher acceptance of new technologies among elder people in near future
 - Fast changes in ICT - types and parameters of end user devices, educational software and forms of electronic documents
 - Mitigation of social exclusion through lifelong learning is one of EU priorities
 - Learning needs of various groups of learners are different
 - Information gap in scientific literature and in application area in education of socially disadvantaged people area



Universal learning system LABYRINT

- In continuous development (working name)
- On any device, anywhere
 - web based, responsive
- Mobile applications to be developed
- Moodle is not suitable
 - Too many (unnecessary) study functions
 - Absence of other functions such as event planning



Universal learning system LABYRINT

The screenshot shows the desktop interface of the 'Informační gramotnost' course. The page title is 'Informační gramotnost' and the subtitle is 'studijní materiály KIT PEF ČZU v Praze'. The user is logged in as 'Jan Jarolimek'. The course content is organized into two main sections: '1. Práce s daty a informacemi' (prof. Ing. Libuše Svatošová, CSc.) and '2. ICT v podnikání' (Ing. Alexandr Vasilenko). The first section includes a 'Motivační video', 'Výukový materiál', 'Doporučená literatura a zdroje', 'Příklady', 'Výsledky příkladů', and 'Test'. The second section also includes a 'Motivační video'.

This screenshot shows a mobile browser view of the course page. The URL is 'vzdelavani.csita.cz/elearning/'. The page title is 'Informační gramotnost'. There are two tabs: 'Studijní materiály' and 'Seminární práce'. A 'studovat' button is visible. Below the title, there are two course modules: '1. Práce s daty a informacemi' and '2. ICT v podnikání', each with a representative icon.

This screenshot shows a mobile browser view of the detailed content for the first module, '1. Práce s daty a informacemi' (prof. Ing. Libuše Svatošová, CSc.). It lists the same resources as the desktop view: 'Motivační video', 'Výukový materiál', 'Doporučená literatura a zdroje', 'Příklady', 'Výsledky příkladů', and 'Test'. Below the list is an icon representing data analysis.



Literature

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Thank you for your attention

Ing. Jan Masner

Department of Information Technologies

masner@pef.czu.cz

