

Paper: Assignment

Style: Harvard

Pages: 55

Sources: 26

Level: Bachelors

To what extent students use digital tools in everyday and how this affects students' experienced the learning quality?

[Writer Name]

[Institute Name]

Acknowledgements

I would take this chance to show gratitude for my colleagues, research coordinator, and family and peers, whose relentless and constant encouragement has been a source of continuous inspiration and guidance.

Declaration

I [type your full name here], declare that the following research and its entire data has been an individual, unaided attempt and have not been published or submitted earlier. Additionally, it shows my views and take on the issue and is does not describe the view of the University.

Signature:

Dated:

Contents

Acknowledgements.....	2
Declaration.....	3
Abstract.....	7
To what extent students use digital tools in everyday and how this affects students' experienced the learning quality?.....	8
Part 1 Introduction	8
1.2 Area of Interest.....	10
1.3 Why Is It Interesting?.....	10
1.4 What Is The Problem?.....	11
1.5 What Have Others Done In This Area?	11
1.6 Results / Experiences	12
1.7 Other Perspective	14
1.8 Weaknesses	15
1.9 Conclusion.....	15
1.10 Scope.....	16
Part 2 Issues	17
2.1 In What degree use student's digital tools in everyday and what used it to?.....	17
2.2 How Can Facilitation of digital tools in studies affect students Experience learning quality?	17
2.3 Purpose.....	19
2.5 Scope.....	21
Part 3 Literature Review	24
3.1 Self-efficacy Theory of Bandura.....	24
3.2 Social psychological perspective and social-cultural perspective of Lev Vygotsky and Olga Dys	
3.3 Self-efficacy, Adolescence and Professional Life.	27
3.4 Introduction.....	29
3.5 The Risks Inherent In Uncontrolled Development of Digital Tools.....	31
3.6 New Concerns to Take Into Account.....	31
3.7 The Development of a Culture of Information or Info-Culture	32

3.8 Digital Tools use in Society	33
3.9 Suggested Digital Activities in the Classrooms	34
3.10 Obstacles	34
3.10.1 Financial Burden.....	34
3.10.2 Trained Staff.....	35
3.10.3 Trends and Concerns	35
3.11 Summary	35
Part 4 Method.....	36
4.1 Introduction	36
4.2 Research Design.....	37
4.2.1 Quantitative Research.....	37
4.2.2 Qualitative Research.....	38
4.3 Secondary Data	38
4.4 Primary Data	38
4.5 Population of the study.....	38
4.6 Respondents of the study.....	39
4.7 Procedure of the Study	39
4.8 Research Instrument.....	39
4.9 Selecting/ Creating the Instruments	40
4.10 Piloting the Instrument	40
4.11 Data Collection.....	40
4.12 Ethical Issues.....	41
4.13 Summary	41
Part 5 Analysis	42
5.1 Introduction	42
5.2 The relevance of using the digital tools in schools and colleges	42
5.3 Availability of digital facilities in Schools and colleges.....	42
5.4 The negative effects of using the digital tools in schools and colleges.....	43
5.5 Popularity of digital tools usage in schools and colleges.....	44
5.6 Drawbacks of digital usage in schools and colleges	44
5.7 Discussion	44

Part 6 Conclusion and Recommendations 47

 6.1 Recommendations Based on Findings 48

 6.2 Recommendations for Future Research 48

References 50

Appendix A..... 53

 Questionnaire 53

Abstract

This research observed the students' attitude towards digital tools and recognises that how students use digital tools in everyday and how this affects students' experienced the learning quality? Outcomes from the research defined that students had constructive attitudes about using the digital tools as an educational tool, enough information of the digital tools, observed digital tool is a quickest method to get information, and digital tool has a possibility to be an effectual tool for training. The outcomes also defined that the students demonstrated optimistic approaches about the digital tools irrespective of gender, again in opposition to most other results. Potential motives and the implications of these results were also assessed. So, in this research we concentrated our focus on the attitudes of students about digital tools. We also established the students responsive about the harmful impacts of digital tools on their learning quality.

To what extent students use digital tools in everyday and how this affects students' experienced the learning quality?

Part 1 Introduction

According to a recent study educators believe that digital technologies can enhance learning, but there are still significant challenges to get there. The findings of this national study with teachers of grade can easily be transposed to the university reality. Study raises the lack of student skills in digital literacy. "Just like in school, university students have mastered the technical skills, but they still have to develop skills to take a critical look at the information available online and use it wisely. The use of digital technologies has its place in the classroom and may well enhance learning, but as teachers, teachers must guide their students in learning. They must lead not only to collect data on the Internet, but also to analyze, organize and use digital tools to create new content of their own.

In addition to developing digital literacy, students must also acquire a better sense of cyber citizenship, including respect for the etiquette of the Web and contributing to cyber space, just as the citizen is called to show label and contribute in society. There are more and more teachers who are inclined to use digital tools to promote learning. Teachers realize that the traditional approach of transmitting knowledge no longer popular with students and students as they can get most of this knowledge in a few clicks. As teachers, people are called to change their role and become guides rather than transmitters. Their students need them to understand the knowledge, know how to apply them in the analysis and synthesis to create new ones. The educational use of

these emerging technologies facilitates new role of guide and enriches their teaching.

It is important to support learning outside the classroom. These digital tools are free and accessible to all, allow students to maintain a link with them much more dynamic students. They can answer questions much faster thanks to technology. For their part, they appreciate being able to help each other with tools they know and participate in discussion forums on topics covered in class.

For teachers who feel a little more reserved about the use of digital technology, some would say that technology is an opportunity to rediscover their child's heart and dare to engage in learning new tools enrich teaching. Above all, do not be afraid to make mistakes. Dare to discover new digital tools and trial and error. For a student, seeing that his teacher has yet to learn the taste is the most beautiful model ever. If teachers feel a bit overwhelmed by the technology, they can rest assured knowing that they have much to offer their students is of critical thinking in the responsible use of digital tools. The best tools in the world will never replace a good teacher, but the judicious use of technology may promote better learning for students because they are essential tools that facilitate access, sharing and creation of knowledge.

1.1 Purpose

The purpose of this study is, to know the importance of the digital tools in education. Also, is to guide schools on how and when digital tools can be used. Another important purpose is to find out the difficulties faced by the schools. Moreover, this research can provide data which will help any school that wants to make decision about introducing the digital tools. Consequently, students' response towards the use of digital tools needs to be established. The problems

encountered by the current education on the digital tools could be highlighted and possibly solved.

1.2 Area of Interest

Children must be able to simply control and apply information individually and professionally in this century. Abilities like the capability to gather assess and recognise information support good decisionmaking and are important to their achievement. Study confirms the usage of technology as a method to make for achievement in this century and enhance important understanding and abilities of data management. The productive education happens when genuine world issues are paired with genuine world tools for solving the problem. As technology is an important part of this century students' realities, these tools must be digital to be related. When applied for mapping, digital tools draw problem solving approaches in students which continue even when children are not using them. To fulfil the children' hopes, the classroom should give chances which support them to concentrate on education the content rather than the aim.

1.3 Why Is It Interesting?

Knowledge and information are constant and valuable factors for the development of the system of education. So, the students should use all technology that leads them to the creative abilities. In addition, from this study, we will get more information from schools which offer the digital

tools to their students. Moreover, this study helps to solve the obstacles and narrow down the disadvantages.

1.4 What Is The Problem?

Use of the digital tools in education is important in this information era. The digital tools in school better supports students for their profession. And they have a wider scope for reference which is not restricted to the four walls of the library. So the pupils can acquire books from different nations in different languages also and this will not take enough time. The pupils must be responsive that the digital tools are supposed public forum and knowledge posted there can be observed through anyone. Caution in the knowledge obtainable to others is motivated. Different students when register a college or a university will reveal it not simple to write a report. They normally get complicated to apply digital tools to look on a particular topic. So individuals consider this style of research supports families and schools to identify the digital tools for the children. On the contrary, there are many unedited materials posted many websites that are either of no value to students or are morally negative in disposition.

1.5 What Have Others Done In This Area?

In 2007 a study by Li showed that most students believed technology was useful and effective for learning. Brinkerhoff (2006) noted that schools had insufficient computers, peripherals and software licenses, limited Internet access and slow connections and out-of-date hardware and

software. Study (2006) outlined seven steps to improve school technology use: strengthen leadership, use innovative budgeting, improve teacher training, support e-learning, improve broadband access, move toward digital content and integrate data systems.

The digital tool has already been identified as having an ever increasing role in education, both in the home and in the classroom. The crucial role of digital tools is to provide a motivation and an occasion for finding information which are not obtained easily. Digital tools put student in a more active role, forcing new relationships between teachers and students. The digital tools now provide a global linked format for information interchange such as a global information system. The value of digital tools is in its ability to connect with people from far distances.

1.6 Results / Experiences

The rapid spread of information and communication technologies in daily life requires that educational institutions should keep a pace with these changes while developing the curriculums. As suggested by research (2003), information literacy skills can be integrated effectively when the skills directly relate to content aspects of the curriculum and to classroom assignments. Studies regarding the integration of information and communication technologies with curriculums will reach the desired point only when the students see information and communication technologies, particularly the Internet, as an instructional instrument. This is a matter of fact according to the results obtained by Cheung and Huang (2005) in a study conducted on university level that students' internet usage correlated positively with general learning. According to the researchers, the reason for this is "for general learning, digital tools

use was helpful in terms of enhancing students' motivation to learn, increasing their verbal communication skills, stimulating thought and enhancing creative thinking skills" (Byrne, Flood, & Willis, 2002).

According to the results of the present research, teachers' directing their students to use the digital tools for educational needs in their research, projects and assignments has a positive influence on student behaviours in the uses of the digital tools. Two different recommendations may be made to change the behaviours of surface learners in particular, since they tend to use the digital tools simply as leisure time activity. One of them is to direct the students with a surface learning approach by giving them assignments where they can use the digital tools for educational needs (Zeegers, 2001). As previously emphasized, even if there is a particular learning approach that the students generally prefer and frequently use, this approach is a characteristic which can be changed as a result of influences from their perceptions of the learning environment. Accordingly, a shift from surface learning strategies to deep learning strategies can be made possible through a careful and considered direction by teachers.

A more permanent solution is to enable students to be in the learning environments which allow them to use the necessary and correct strategies in order to develop a deep learning approach, from the earliest age. Students should adopt a deep learning approach from the earliest age via learning environments where they can control their learning. In these learning environments, teaching methods based on search and questioning must be integrated with measuring methods requiring analysis and synthesis rather than simple memorization (Byrne, Flood, & Willis, 2002). This will bring about beneficent results and will enable students to exhibit high academic performance levels in many regards. It is also possible to make a suggestion to teachers who will give assignments requiring the use of the Internet as a source. A deep learning approach requires

the use of skills such as integration, synthesis, and reflection. For these reasons, when setting assignments, teachers should direct their students to a variety of sources that suggest different perspectives to the same topic and provide alternative information. This, over the course of time, will inevitably encourage students to adopt these learning strategies and a deep learning might be achieved.

Certainly it should be mentioned that as teachers are the key factor for directing students to use the digital tools for educational needs, teachers themselves also need an in service training to improve their skills to integrate digital tools into teaching.

1.7 Other Perspective

As more and more educational post secondary schools are moving into the digital tools, perhaps what concern most is how the digital tools have been utilized? Cartas (1998) who researched fourteen schools found that fifty-five percent of the students never utilized the digital tools in the classrooms. He also noted the level of students use is more likely to be influenced by local factors, including administrative leadership and the physical and support environment.

Jamaludins' (1995) study on student's use of the digital tools found that students with Internet skill tended to have a higher ability to use the digital tools more frequently. His study reviewed that the majority of students in the study agreed that the digital tools should be taught in all universities.

1.8 Weaknesses

Apart from the several benefits, digital tools have weaknesses. Students may not have any closer relationship with their teachers. They get used to spending more time in front of computer. Their parents are concerned that they suffer health problems from the use of computers for long time. Also, their social behaviour may become weak because they use chat rooms instead of meeting their friends directly (Zeegers, 2001).

1.9 Conclusion

As incentives are increasing the use of digital tools and resources for students, not only as sources of documentation but also and especially as media production, the growing issue of the evaluation of these productions. How to assess the quality of blog posts written by students, for example? It cannot matter to rely on habits with the evaluation of traditional academic productions (essays, memoirs, various tests), at least if we allow enough flexibility for authors to express these productions a share of 'themselves and their numerical abilities.

It is therefore necessary to identify new specific evaluation criteria. This is what the animators have tried the center of training of teachers in the context of an important work on "authentic assessment." On the site of the university, people thus find a rubric of blog posts produced by the students, as well as to file comments on the blogs of their peers.

1.10 Scope

Aspiration from this study is the development of the education system in schools, and also to encourage decision makers to learn technology. The new age in which information technology is ushering is complex and its future is wide open. The information generated is so vast that no single human being can ever hope to comprehend anything but a small portion.

The implementation of the digital tools is in favour of learning comes down to the implement in classrooms as a presentation of methods, practices and tasks (Byrne, Flood, & Willis, 2002). The digital tools can be supposed productive learning approaches as of the diversity of knowledge that are interrelated through hyperlinks that the pupils are free to pursue. Access to educational materials is probable at anytime and from the digital tools, pupils can work on their pace and learn personally but not single. They can contact with peers and teachers without having to meet at particular times and places. Drnek's (2003) defined that pupils were related mainly in digital tools actions like e-mail with teachers, performing study for written tasks on World Wide Web, and exchanging e-mail with other fellows.

The digital tools present latest chances for pupils similarly to know in amazing approaches. It supports parents and student to get and apply modern knowledge (Zeegers, 2001). Digital tools allow anyone to get instantly latest images, data, and even software that are important. Normally the material is only not obtainable except on the Net. Pupils can also identify on the Net educational freedom and intellectual liberty. Cilo (2004) holds that the digital tools are useful learning medium and exhorts policy markers for public education to exploit the internet.

Part 2 Issues

2.1 Research Question

1. Are the context between student use of digital tools and their perceived quality learning (learning quality)?
2. In What degree use student's digital tools in everyday and what used it to?
3. How Can Facilitation of digital tools in studies affect students Experience learning quality?
4. What is the Impact of Technology on Learning?
5. What types of technology-based activities are most effective in the understanding of science content in a middle school science classroom?
6. What impact does the use of technology have on student's attitudes and achievement towards learning science?
7. When students are exposed to digital visualization tools, what characteristics do they perceive are most supportive to their learning of science?
8. What is the mixed impact of digital technologies on student research?
9. How teachers characterize the overall impact of digital technologies on student research skills as "mostly positive" but observe mixed effects?
10. How teachers see digital technologies fostering deeper learning and expanded worldviews?
11. What are the perceived impacts of the digital tools on student research?
12. Do students accept the veracity of online information too easily?

13. Do students are becoming too reliant on the digital tools in lieu of other valuable sources of information?
14. What will be the impact of a technologically-maturing population on teacher practice and performance?
15. What is the long-term impact of digital technology-rich learning?
16. How does exposure to and use of digital tools in school affect future employment?
17. Do some learners gaining more from the use of digital technologies than others?
18. What is the impact of formal digital literacy teaching in schools?
19. Should and how can we integrate or advantageously exploit the raft of personal technologies that dominate students' out of school lives into the classroom?
20. Why digital tools need a change in the organisation of higher education?

2.2 Hypotheses

H 1; the first hypothesis focuses on the indirect effects of digital tools on standard explanatory factors.

H 2; the second hypothesis advocates that digital methods need a change in the organisation of higher education

H3; there will be significant relationship between digital approaches and the age of the students.

H4: There will be significant relationship between digital tools usage and the academic performance of the students.

H5: There will be significant relationship between digital knowledge and the academic performance of the students.

2.3 Purpose

Students can get genuine knowledge through the digital tools. The perception that learning is positive procedure extensively identified; students do not inactively acquire knowledge but instead actively make information. As the usages rate of digital toolsin education is increasing day by day, so it is quite logical to judge the attitude of students towards digital tools. The study will bring overall scenario of students' attitude towards digital tools. From this result the study can easily analyze the behaviour of students and take preventive action to enhance the involvement of digital toolsin the education (Hall, Ramsay, & Raven, 2004). Through these views, applications of digital toolsgive to use and practise the services of constructivist notion. Moreover to this, digital toolssupport to cooperative educational environment. Through the positive method, incorporating digital toolsto the education is so simple and useful. This can improve the high standard of the abilities for pupils in solving problem and assessing knowledge through the support of the digital tools.

2.4 Items

Technology and computers are normally publicized as being effectual in enhancing knowledge of student (Selwyn, Marriott, & Marriott, 2000). This is normally defined without regard to the particular features or tools of these technologies liable for this improvement (Kember, Biggs, & Leung, 2004). Modern developments utilising the digital tools, comprising especial features of telecommunications like E-mail, can focus on general interest of pupils in collaboration, computers and social communication. For instance, different digital projects link teachers, students, and researchers through E-mail or World Wide Web-based message boards, giving a source for discussion and communication of cross-classroom (Young, 1998). A comprehensive discussion of the common aspects of internet that use to student knowledge and accomplishment will give a structure for considering the particular aspects in the schools. Currently different digital projects have been endorsed in schools. These projects define a model in which students, or teachers, share information and cooperate on different topics and present activities. All concentrate on sharing products of different types utilising digital tools, and flexibility of information collection standards. Students have defined different aspects that have been explained to participating to a high level of student achievement and performance. These standard aspects contain collaboration, communication, authenticity, access to real-time knowledge, and direct resources (Kember, Biggs, & Leung, 2004).

When pupils are utilising digital tools as support or tool for communicating with others, they are in a task rather than the constructive task of recipient of knowledge defined through a textbook, teacher, or broadcast. The student is preparing options about how to produce, achieve, manipulate, or show knowledge (Young, 1998). Digital tools permit different pupils to be considering about knowledge, making options, and performing abilities than is common in teacher-guided courses. Additionally, when digital tools are utilised as a method to help pupils in

working valid aims, the pupils are in the position of describing their aims, making decisions, and assessing their development.

Digital tools can focus on the task of collaboration and communication in meaningful education. Digital tools present the chance for communication with fellows and professionals around the world. This sort of communication has been revealed to affect accountability and interest of pupils in constructive styles. It is also a potential definition for an enhancement in the connection of pupils not generally focused or successful in education, with decreased positions of absenteeism throughout digital program. Communication in network is defined through academic and social communications with fellows and teachers. These contacts make chances for friendships and a broadened consideration of the views of others. It is also probable that direct contact with teachers reduces stereotypical notions of teachers held through pupils (Selwyn, Marriott, & Marriott, 2000).

2.5 Scope

With the growth of digital tools, distance education has changed dramatically. Formerly, it was essentially a solitary experience: the student was alone with a stack of materials that it was mailed and communicated sporadically and in a structured setting with a teacher inaccessible. In this world, the student not only had to overcome many difficulties to interact with the teacher, but a long enough period of time elapsed between the moment when he asked his question where he received an answer. In addition, the dialogue was possible between each student and his teacher, no way to communicate with other students (Cheung & Huang, 2005).

By comparison, the digital toolshost virtual classrooms in which interactivity and sharing of resources and information are absolutely essential. This does not mean that there are no virtual classes before the rise of the digital tools. For years, many institutions have tried to implement distance education programs designed for teleconferencing systems, but the extremely high cost of this service has prevented widespread. This technology was out of reach for most developing countries, of which only a few were able to implement a limited way for the privileged few. In addition, the need for real-time presence made the system very rigid and poorly adapted to the requirements of a flexible teaching schedule (Cheung & Huang, 2005).

This research describesvarious scopes into what particular styles of users are working online. Itdefines how approaches of use change over period, defining that scope of usage enhances as individuals become more expert digital users. The shortcoming in the research currently is that itreviewsthe information using bivariate methods only, making it complicated to recognise the impacts of features like online knowledge, age, and frequency of use on scope. Additional workis being performed to recognise clusters of users based on their scope of use. This would support additional focused, custom methods for motivating enhanced scope (Usun, 2003).

This observation into scope of usage proposed that attempts to encourage wider consideration of the importance of the digital toolsas a communication and assessment method could support to support different to become users. But it also defines the fact that other groups of performances have notbeen so globally implemented, proposing that still there is much space for the digital toolsto take amain responsibility in daily activities of people. As has been defined, it is possible that scope of digital toolsusage has enhanced in the years since thisinformation were gathered. Defined the adoption rates given here,it is clear that the digital toolshave yet to become important for supporting e-learning, or to becomethe major method for information sharing and

communication between citizens and governments. These are important aspects of an Information Society. If the digital tools does not acquire important implementation for these suggests in the next couple of years, methods could be performed to support people better recognise the advantages of online actions, and to eliminate obstacles for those who do wish to connect in online actions but do lack the essential abilities or resources (Cheung & Huang, 2005).

Part 3 Literature Review

Learning Theories

3.1 Self-efficacy Theory of Bandura

Albert Bandura's theory of self-efficacy has essential implications with regard to motivation. Basic principle of Bandura is that individuals are possible to relate in actions to the level that they suppose themselves to be capable at those actions. With regard to education, this means that students will be more likely to try, to maintain, and to be successful at aims at which they have a feeling of efficacy. When students fail, this can happen as they lack the abilities to succeed or as they have the abilities but lack the feeling of efficacy to implement these abilities productively.

The theory of self-efficacy is based on two key concepts: the potential and control. The theory is given for the purpose of rendering account complex ways and multifaceted which people can exercise and exert influence on what they do and become. The idea that man would be able to influence the course of his life is not new. Since time immemorial, people have tried to control events that affect their lives (Kember, Biggs, & Leung, 2004). Exerting a greater or lesser control in various areas of their life, men are more likely to build a future and they want to ensure that undesirable future does not materialize. Past, but still in many places in the world, people were using supernatural powers supposed to intervene in their lives and to exercise some degree of control. Strong belief in such control systems supernatural has gradually given way to other designs, which in turn recognize the power that the human race has to determine, if only in part, his own fate. Ingenuity and human efforts have produced technologies physical, biological,

medical and psychosocial improved dramatically the quality of our physical and emotional lives (Bandura, 1997).

Thus, the theory of self-efficacy, she adheres to a vision of human nature that explicitly recognizes the possibility that people, both in their individuality in their community, transforming environments and therefore contribute to the direction in which their lives. More specifically, the theory of self-efficacy is focused on the study of beliefs that people develop and regulate, more or less intentional in their "capacity causal," that is to say, in their capacity to make things in the form of acts or events occur. Such beliefs (or beliefs) and functioning as they underlie, are rooted in social conditions. In other words, people can say, on the one hand, these internal determinants at the center of the theory of Bandura (including self-efficacy, but not only) belong to the social issue of its own. As and to the extent that it develops certain autonomy, it is possible to structure these thoughts and make them evolve. Or, on the other hand, it is obvious that the subject has acquired those resources through a process of social learning and that these determinants of its individual acts were largely fed and continue to feed, convictions, beliefs and collective values found in its "niche socio-ecological". It would be deeply wrong to assume that the prefix "auto" (self in English) implies a radical independence of the subject towards the middle of existence. The thought of Bandura found, in this sense, that other psychologists such Wallon or Vygotsky, who influences related to factors directly attributable to the individual cannot be separated from those from the social environment. Capacity causal (or agency) of the subject, its "ability to respond" to the others and the world is both social and gasoline mediated by a cognitive system design emerges from a truly singular self (Kember, Biggs, & Leung, 2004).

It seems to us that additional remark about the causal effects of exercise self-efficacy is needed at this stage of the discussion. Analysis of this capacity "agentic" would be incomplete if people leave to the reader the impression that, in all circumstances, there is a positive correlation between the increase in its ability to intervene in his life and improving the quality thereof. Bandura is explicit about this when he states that self-efficacy did not emerge in the world with a predetermined set of values. While almost everybody task influence its own future in a more or less systematic human ability to control may be a natural ability which results in terms of impact on quality of life is mixed at best. For example, whether in the arts, sports, or other demanding fields, many individuals who achieve professional success by exercising regularly their ability to overcome various obstacles sometimes find themselves having to cope with new realities social they cannot manage both. Many stars become victims of the same life trajectories that have cost them so much trouble to build to know the "success". Similarly, contemporary society is marked by the presence of technologies that, while providing current profits, lead to effects that can cause serious damage to the environment and therefore our own health. The exercise of agentic ability proves to be a double-edged phenomenon. People must distinguish the ability to produce documents called "agentiques" (or intentional) and the effects that these actions occur in the world. Many acts are being made animated by the belief that they will lead to a desired outcome or desired, but in reality, they produce effects that are neither expected nor desired (Kember, Biggs, & Leung, 2004). The key point people emphasize is that even if one of the defining characteristics of agency human is the ability to cause a variety of acts referred to this agentivity can be used for good or bad and may cause consequences envisaged or not.

3.2 Social psychological perspective and social-cultural perspective of Lev Vygotsky and

Olga Dysthe Olga Dysthe and Mari-Ann Igland (2003) states that according to Lev Vygotsky social interaction is not only the frame around the individual process for learning; it is the point of departure. He divides the social activities into two levels; the inter-mental level, that takes place in interaction with others, and the intra-mental level that is created on an inner level. The movement from the outer to the inner level consists of complex processes and continuous movement back and forth. This means that the thought exists within the word and not only get expressed in the word. Vygotsky called the movement from the inter-mental level to the intra-mental level internalization (Zeegers, 2001). Wertsch later developed the concept into two steps: mastery and appropriation. The development from appropriation to mastery is not an automatic event; it is a complex process that takes a lot of effort. Vygotsky states that people communicate with each other in different social activities using different tools, that contain generations' experiences and understandings, which we use to act and to understand the world. Through these tools mental functions get mediated, transferred, supported or governed. These tools can be of various kinds, for example the language, the system of arithmetic, formulae, rules and scientific or other concepts. These tools have been codified in language and been transferred through communication. The tools can also be things that mediate organization, storing and advancement of content of a text or one's own thoughts for example books and movies that are a source of information or a notebook, a pen or a computer. Thus, there is an interaction also between a human being and the cultural tools of various kinds. Furthermore, Vygotsky states that imagination is "...ability to communicate experiences, feelings and thoughts" (Dysthe & Igland, 2003:87).

3.3 Self-efficacy, Adolescence and Professional Life How adolescents develop and implement self-efficacy can play a key role in establishing the path that takes their lives during

this critical period. As in any phase of development, adolescence is a period that has its own challenges and requirements facing the need to master some new skills and different ways of acting in adult society (Zeegers, 2001). Among the most important events of adolescence, evoke the progressive development of serious reflection about the future and what people want to become later in life. Counsellors-psychologists whose primary responsibility is to guide young people at school and work, cannot remain indifferent to the effects produced by a determinant staff as influential (and may change) that self-efficacy. Help a person to walk, to build, to achieve its goals, to accompany the other "something" (in this case, to a particular sector in their schooling or to a future job) requires the practitioner accompaniment that takes into account the peculiarities of personal and contextual together. As Beauvais (2004) argues, it is important to clarify these factors continuously without these factors in their status as "data" are seen as fixed, but as factors able to transform into relationship to each other. Thus, after the path set by the student and the advisor is built literally "walking" through dialogue, both in the context and interactional inter-discursive, giving this "something" can invent itself by doing so. The potential for self-actualization of the young is not only recognized (epistemological), but the conditions for its expression must be created (in terms psychology), even accepting that, whatever our effort and requirement elucidation our representation, our conception of the subject in context with, will never be relative, vague and incomplete.

The research shows that there are many ways in which self-efficacy beliefs contribute to career development and professional success. Multon, Brown and Lent (1991) conducted a study that supports the hypothesis that, during the preparation phase for various trades' beliefs of students in terms of efficacy partly determine their success rate in the control sociocognitive skills are at the base of the exercise of those professions (Zeegers, 2001). Regarding the choice of a profession, young adults tend to forego occupations that they believe may be of interest in terms of benefits and material rewards, they feel they lack the level of efficiency required to meet the businesses concerned. Other studies have to see the positive impact that the programs' control guided "can have on people's ability to cope with interpersonal problems they encounter in life. Greater the degree of perceived effectiveness in its ability to regulate their behavior, the higher the person is able to improve the quality of his involvement in his work. These results emphasize the role of self-efficacy not only at the beginning of the career (entering the workforce, getting a first job), but also later in the career (success in the exercise of its trade, promotion opportunities).

3.4Introduction

In education, people can and should expect much of a generalization of digital tools use. This is the first opportunity to provide greater access, more universal sources of knowledge. Officials in Norway deciding to equip all schools with effective access to the network have understood that this course of action at education is to give an advantage in the long term the economy (Todd, & Kuhlthau, 2005).

Also new opportunities for access to education and knowledge, the digital tools allow people to rethink education, education, education: distance learning, training in situ (in business or at home), lifelong learning long life electronic tutoring, group learning, etc. It is on this ground that can be expected in the near future to major innovations, challenging deeply involved devices upbringing and education inherited from the nineteenth century positivist and productivity. It is still necessary that the teaching profession is actually put to use the digital tools and draw conclusions in their ways: many reports, particularly in Europe, emphasize the highly conservative circles these teachers (Slate, & Brinson, 2002).

Today discussions on online forums as in the press focus particularly on the issue of citizenship in the new information society. It is difficult to accept today that government may restrict the conditions of access to the electronic network or engage in certain forms of censorship. What is true of a government is as much an actor who would have a dominant position exclusively.

Digital tool can let fear handling risks unacceptable. But at the same time, it revives certain attitudes and reflexes for a real democracy. It is also interesting to note the emergence today of the issue of access to information in the public domain. Every citizen has the right to know, to know what is required of him. Governments, administrations, various local authorities are now strongly urged to give satisfactory answers to this question (Slate, & Brinson, 2002).

It is interesting to note an undeniable effect of the Internet in the field of sustainable development (sustainable development). By virtue of the network structure of the "web", also because of the ease of electronic communication, the Internet is a prime vector for promoting the concept of sustainable development. Many sites can provide access to a wealth of information

useful in this regard; forums that help multiply implement action plans for sustainable development. In other words, the Internet is clearly a means of promoting ideas and projects that emerge today broad political consensus but are not always practical realizations of inertia due to technical, administrative or purely human (Pin, & Chung, 2009).

3.5 The Risks Inherent In Uncontrolled Development of Digital Tools

For the most part, these risks are those related to information technology and telecommunications in particular to a world that does not escape the depravity and criminality of all kinds. These include firstly the security problems and risks of intrusion into environments more or less well protected. These problems are real, but can be solved mostly by common sense measures. In any case, security was worth a shot and a minimum investment based on the importance of what people must protect (Todd, & Kuhlthau, 2005).

Problems affect the privacy and confidentiality issues are not new but are of some importance in the era of open networks and intelligent tools for data manipulation. Software tools that will placed on the websites of people unwittingly control transactions of all kinds on the digital tool through the use of commercial (or other) email addresses of people. In some countries, laws are there which control these abuses, but this is not the case everywhere.

3.6 New Concerns to Take Into Account

Groups of digital tools users in many countries, national committees or ad hoc international like most intergovernmental organizations and non-governmental debate today so ethical issues of information and try to find acceptable rules of the game and reliable.

Thus people conjure so intense the issue of linguistic and cultural diversity on the network. In the context of globalization increasingly evident, the risk is great a loss of identity for most major crops "minority". De facto control of the network by major economic monopolies, especially those in the IT sector and the dissemination of information mainly in English can lead to a real cultural catastrophe. Face a real risk that it is important to focus on the linguistic and cultural diversity on the network as it is now trying to preserve biodiversity (Gackenbach, Guthrie, and Karpen, 1998).

The future of the digital tool and its impact on society will depend in large part on the ability people have to find balanced solutions acceptable to all these new problems. This involves opening a broad social dialogue at all levels of society, a democratic debate on this major social communication tool called the Internet. This requires a considerable effort finally awareness and training for better control of the tool and especially awareness of the strengths and risks of this new environment tele-informatics (Gackenbach, Guthrie, and Karpen, 1998).

3.7 The Development of a Culture of Information or Info-Culture

The tool is there, some already use extensively. Vast repositories of information are now available. Intelligent agents, robots or search engines of all kinds are able to brew almost

instantly millions and millions of documents. A new information society emerges very promising but terribly frightening (Mimirinis, & Bhattacharya, 2007).

Now people must make the observation that in their traditional societies, heads moving much slower than the tools. It is absolutely not ready to face the new environment. Thus people see business leaders do not understand (not literally understand the meaning of) the ongoing transformation. Professional associative structures lack the means to appropriate the tool but also really have a hard time imagining what they can do (Tsai, 2009).

As can be seen from the definition, there is a development in the information situation from locating, finding and assessing knowledge to one of utilising knowledge, making information and sharing views. But the key point is that it becomes increasingly urgent to extend student use of the digital toolsto involve the learning of academic disciplines. All students must be capable to identify what they required to achieve, decide whether a computer will support them to perform so, and then be capable to utilise the computer as part of the method of achieving their aims.

3.8Digital Tools use in Society

The digital toolsareextraordinary approach to a huge wealth of information and experience, and its implications are not limited. Though, the World Wide Web, still important, is extremely embedded in daily lives and culture. It's a source of facts, news , and figures; a tool of communication that supports people to link with each other every second of daily; a way to bank, shop and invest; and an entertainment and educational source that supports people from all walks of life to know about the world and have enjoyment doing it.

Particularly assuring are the benefits that the digital tools give children, containing access to educational publications, materials, online friendships, and knowledge on games, hobbies, and sports. No question is there that some children get advantage from internet—normally in methods particular from approach of their parents. Simple access to knowledge that creates internet so important is also at the source of community and parental issues about exposure of children to wrong information (Zeegers, 2001).

3.9 Suggested Digital Activities in the Classrooms

Digital tools give a world of chances in teaching any class. Interactive actions and virtual field trips can connect imaginations of pupils and support them to know ideas in approaches that would not be probable through common lessons. Exercises of digital tools are not just an excellent method to teach the common course, they give a chance to teach pupils about internet research approaches. It helps students and parents to get and use current information. Digital tools support pupils to get latest images, knowledge, data, and even software that are important.

3.10 Obstacles

As with any kind of technological innovation, there are always obstacles to be overcome.

Concerning the use of the digital tools in schools, these obstacles are:

3.10.1 Financial Burden

Introducing digital tools to schools and colleges will increase the financial burden to the budget. In addition, technology changes rapidly and schools need to update their equipments. So these need financial support.

3.10.2 Trained Staff

Students associate convenience with easy access to information and easy-to-use online tools and resources. Most teachers and other technical staff in schools don't have sufficient training to use the tools and the available resources.

3.10.3 Trends and Concerns

As more and more educational post secondary schools are moving into the digital tools, perhaps some concerns are there about the usage of digital tools. Research also noted the level of students use is more likely to be influenced by local factors, including administrative leadership and the physical and support environment. Study on students' use of the digital tools found that students with digital skill tended to have a higher ability to use the digital tools more frequently. This study reviewed that the majority of students in the study agreed that the digital tools should be taught in all school and colleges.

3.11 Summary

The digital tools have already been identified as having an ever increasing role in education, both in the home and in the classroom. The crucial role of digital tools is to provide a motivation and an occasion for finding information which are not obtained easily. Digital tools put student in a more active role, forcing new relationships between teachers and students. The digital tools now provide a global linked format for information interchange such as a global information system. The value of digital tools is in its ability to connect with people from far distances. Digital tools can focus on the task of collaboration and communication in meaningful education. Digital tools present the chance for communication with fellows and professionals around the world. This sort of communication has been revealed to affect accountability and interest of pupils in constructive styles. It is also a potential definition for an enhancement in the connection of pupils not generally focused or successful in education, with decreased positions of absenteeism throughout digital program. Communication in network is defined through academic and social communications with fellows and teachers. These contacts make chances for friendships and a broadened consideration of the views of others. It is also probable that direct contact with teachers reduces stereotypical notions of teachers held through pupils.

Study (2009), proposed that students consider about digital tools as “embedded in and supporting human contact”. So, the use of digital tools to communicate with others can prepare perceptive feeling to students. Digital tools present improved options for students in classroom to access latest knowledge from the world. For instance, with the usage of satellite imagery, pupils have access to immediate or near-time weather information and imagery.

Part 4 Method

4.1 Introduction

Data collected in systematic manner, it should be analysed through proper analytical tools & it was interpreted in order to find out the answer for research objectives. This is being identified as research methodology.

4.2 Research Design

Research design is the sketch of projected research progression comprises of a structure of records collection, classification, measurements, analysis and presentation for this type of study. It is mostly a period as well as a capital supportive technique of working out a research dilemma to ease the compilation diversity of statistics and to give details for the uneven associations by means of suitable methods (Bull, 2006).

4.2.1 Quantitative Research

This is the type of research in which the respondent is interrogated to respond by answering planned questions and a favoured format, for instance, Yes or No. This sort of research is manipulated to obtain a definite answer which could be presented with accurate evaluation. The methods to conduct this kind of information collection include Personal interview, mail or telephone interview. In this case, the interviews were conducted with the under nutrition of elderly hospitalised patients so that the special issues can be highlighted. On the basis of these interviews, researcher concluded the results of this research.

4.2.2 Qualitative Research

Qualitative research follows a shapeless and unrestricted answer from the respondent. To assemble the information for Qualitative type of research could be prepared by Interview.

4.3 Secondary Data

Secondary data is a form of data that has been composed by others for an entirely unusual or little similar to the research problem (Bull, 2006). Research also incorporated that some research questions can be responded only by secondary data but there are probable risks as those data were composed for a special function and can be prejudiced.

4.4 Primary Data

Data that has been composed by the researchers themselves to respond their specified research questions are called Primary Data. Significance of primary data anticipates when secondary source is not of high-quality adequate to answer the research question.

4.5 Population of the study

The population for this study comprised of all students in Norway

4.6 Respondents of the study

The sample of this study was limited to twenty (20) randomly selected students in Norway colleges and schools.

4.7 Procedure of the Study

The approach of this study involved designing the questionnaire covering the objectives of the study. After that the questionnaire was piloted for reliability. The actual study was then conducted employing random sampling. Finally the collected data was analyzed.

4.8 Research Instrument

The topic of the research is more towards humanistic sciences. Therefore the best instrument for measuring such themes is questionnaire or survey. As a result, questionnaire was an important research instrument in this study. One set of questionnaire has been developed to measure the questions of the study.

4.9 Selecting/ Creating the Instruments

The instrument used in this study was the questionnaire. The questionnaire (Appendix) has been divided into three sections A, B and C. Section A was about gender and the availability of the digital tools facility. The respondents were asked to tick one answer out of two in section A (items 1-3), while in section B their responses involved a four-point Likert scale; "strongly agree, agree, disagree or strongly disagree (items 4-6). On the other hand, section C included open ended questions (items 7-8).

4.10 Piloting the Instrument

The questionnaire was distributed to three students. The three respondents responded fully to the questionnaire. Their responses were then analyzed to examine the reliability of the instrument. The outcome of the analysis proved the reliability of the instrument without the need of any changes.

4.11 Data Collection

A total of twenty (20) questionnaires were randomly distributed to selected students in Norway. Questionnaires were given to participants by hand. Some of the respondents returned the questionnaire directly after completion. Some of them, however, needed follow up in the next

day. The researcher was able to clarify some points which some respondents found it not very clear. All the questionnaires were answered and returned, indicating a 100% return.

4.12 Ethical Issues

It is vital to follow ethical standards when conducting the research. In fact the dissertation was adhered to the code of ethics stipulated by the research body and every effort was made to maintain the ethical principles. In order to make sure that the code of respect, values of dignity, anonymity of the respondent, data protection, and the permission of the participant taken prior any data is being collected from them.

4.13 Summary

Data analysis considered a total of three variables namely relevance, obstacles and negative effects. Data obtained from the questionnaire was processed using Microsoft Excel package software. Results were presented through frequency counts and other descriptive statistics.

Part 5 Analysis

5.1 Introduction

The purpose of this part is to present the findings of the study and to discuss these findings.

5.2 The relevance of using the digital tools in schools and colleges

The relevance of using the digital tools in schools and colleges

Sex of the respondents

Female	30%
Male	70%

5.3 Availability of digital facilities in Schools and colleges

Have Digital Facility	90%
Do not have Digital Facility	10%
Total	100%

--	--

Table 5.3 illustrate the availability of digital facilities in schools and colleges where 90% of the respondents indicate that digital facility is available while 10% indicate that the facility is not available. This gives us an indication that there are not many obstacles to offering digital tools in schools and colleges.

5.4 The negative effects of using the digital tools in schools and colleges

The effects of using the digital tools in schools and colleges

Helpful in study and communication	95%
To enjoy the latest technology	5%
Total	100%

5.5 Popularity of Digital Usage in Schools and Colleges

1 Digital tools usage is popular across all ages

2 Digital tools usages by certain ages

Table 5.4 presents various opinions about the popularity of digital tools usage in schools and colleges, many respondents agreed that digital usage is popular across all ages not minding the background and educational status of the users. Moreover, indicated age limitation is imposed in some colleges and schools.

5.6 Drawbacks of digital tools usage in schools and colleges

1 Unnecessary chatting leading to waste of valuable study time

2 Visiting of morally negative sites

3 Spending a lot of money for only browsing

5.7 Discussion

Information has been gathered from interviews to obtain the knowledge needed to achieve this study's objectives and to answer the research questions. All of this information used to discuss the findings. The analysis of this section defined factors that are considered when putting a

strategic policy in place to managing the transition toward applying digital tools in education. This would lead to creating an image by analyzing the current situation and the guiding factors that for planning the education environment in Norway (Bovaird, et al, 2009). The revolution of the IT age has mercilessly attacked the whole world and has become the main focus of many life styles. Digital tools have emerged from the use of this revolution of information communication technology in the learning field. Quick responses have been taken by developed countries that are aware of the importance of a new education system. For example, European countries realized that dramatic changes were needed in the learning field; they were endorsed in Lisbon 2000, leading to an education strategy for implementing e-learning to enhance their communities toward a knowledge-based society (Larson-Daugherty, and Walker, 2009).

Digital tools have changed many students' lives dramatically. Digital tools make receiving an education easier because without it, students would have to make more of an effort to get resources and to get knowledge. Technology is at an all period high currently and the digital tool is what transformed a lot of it. People do not believe that the computer or the internet is going anywhere anytime soon. Digital tools can seem very complex at times but, without it, people would not have as many options for education as they do in their world today. In fact, students do not consider the modern world would perform perfect without it. This society is so digital tools and computer based that the world might appear to "stop" if there were no digital tool. A student's life may not be as easy anymore if it were not for the digital tools and education would not be as easy to receive (O'Neill et al, 2007).

As the usage rate of digital tools increases day by day, so the students should eliminate the negative attitude towards digital tools (Vassileva, 2008). Besides the download rate of music and movies are comparatively higher than the download rate of lecture notes and books. In this

regard the student should more emphasis on download study materials rather than downloading other things. In case of online discussion the students are unaware to participate frequently. This show the students are not very much conscious about various discussions. As a student of college or school, the student should more concern about knowledge. On line discussion is one of the important arena, where students get knowledge about various topics. For this the student should participates online discussion more frequently (Holmes, 2006).

In the field of education in Norway, where traditional learning is still dominating, the debate toward underpinning digital learning initiatives are underway. The main challenge education faces in the process of transition is related to society culture. The current dispute among education policy-makers, teachers and parents in Norway has been set out between those who still believe in old-fashioned teaching as an adequate approach to deliver values and beliefs, and the enthusiasts that see a digital learning approach as definitely the right option for the current era (Claire, 2008). Such a phenomenon of change in a society leads to an endless argument between the culture of the society and those wanting change within the society. In a study on digital tools usage in Norway, it is found that the majority users are students in higher education. Voices are now increasingly demanding a reform of the education system in NORWAY to meet current digital needs. Resulting from the interviews, an interesting issue can be raised to the low amount of initiatives about digital tools that have been spotted within several agencies inside the education (Dina, 2007). There is an absence of coordination; something which people assume would take place.

Part 6 Conclusion and Recommendations

Students realize the importance of digital tools in order to build a knowledge-based society in very fast-moving world. There is no doubt that the main purpose of an ordinary learning process is to facilitate the way that the learner accumulates knowledge so as to increase his acquisition of experiences in order to improve his way of life. After the emergence of IT and communication, a rethink is again required about whether this learning process policy still exists or if the rules of the game have now changed regarding how knowledge is gained. Existing digital learning systems contribute to underpin learning options and eliminating existing barriers in terms of gaining knowledge. In this concept, the learner will no longer be hindered by the restraints of place and time. Thus, most countries are now settling into e-learning through applying policy and plans as a realistic response to the information age and knowledge economy.

In Norway, however, digital learning concepts are regarded as an issue open to debate in terms of improving school environments. As mentioned, development concentrates on providing technological material to enhance the learning process while the e-learning policy itself remains vague. In addition, new initiatives are being started by individuals more than through an organized ministry effort. This study has explored the current situation of education in Norway. Its aim has been to find a strategic route that can be developed in order to set out a plan toward implementing a digital learning approach in schools. Developed countries have already taken steps to engage digital learning in their schools. Information and technology already support learning but the emergence of the digital tools has enabled learning to progress among learners and educators in an educational environment. Space and time have become crucial in education

through significant assistance from digital tools, where learning contents are presented in high quality.

This study has revealed limitations and challenges that must be addressed in order to apply the best digital learning solutions for students in Norway at various levels. However, the strategic routes discussed here have pointed out areas that would potentially facilitate the implementation of digital tools across different areas.

6.1 Recommendations Based on Findings

Based on the findings and conclusions of the study, here are several recommendations to be considered:

1. Schools and colleges should be concerned with importance and the value of the digital tools as a valuable learning tool.
2. More educational websites should be developed to encourage students to gain more benefits.
3. Actions to control or regulate browsing of negative websites must be applied to prevent students from seeing bad sites.

6.2 Recommendations for Future Research

Digital tools will continue to be an available source of learning but on the condition of:

1. Work still needs to be done to improve digital tools for learning from not only Schools side but also from other institutions.
2. Further research should involve software designers, developers and Web designers

References

Bandura, A. (1997). *Self-Efficacy: the exercise of control*. New York: W. H. Freeman & Co.

Bovaird, T., et al. (2009). Co-production of public services and policies: the role of emerging technologies. In: *State of the eUnion: government 2.0 and onwards*. Ed. J. Gøtze and C. B. Peder, 21Gov.net: 257-274, <http://21gov.net/wp-content/uploads/e-book.pdf>

Bull, G. (2006) *Teaching and learning muliliteracies: Changing times, changing literacies*, IRA, Delaware, USA

Byrne, M., Flood, B., & Willis, P. (2002). The relationship between learning approaches and learning outcomes: a study of Irish accounting students. *Accounting Education*. 11(1), 27 - 42

Cheung W., & Huang, W. (2005). Proposing a framework to assess Internet usage in university education: an empirical investigation from a student's perspective. *British Journal of Educational Technology*, 36(2), 237–253

Claire Capon, (2008), *Understanding Strategic Management*, Publisher Financial Times, 224-229

Dina Rozhdestvenska, (2007), *Implantation of e-learning into comprehensive school: European experience of implementation, supporting and realization*, Publisher 2nd International Conference, Modern (e-)learning

Hall, M, Ramsay, A., & Raven, J. (2004). Changing the learning environment to promote deep learning approaches in first-year accounting students. *Accounting Education*. 13(4), 89-505

Holmes, B., (2006), E-Learning Concepts and Practice, Publisher SAGE Publications LTD

J. Gackenbach, G. Guthrie, and J. Karpen, (1998), The Coevolution of Technology and Consciousness, in *Psychology and the Internet: Intrapersonal, Interpersonal, and Transpersonal Implications*, J. Gackenbach (ed.), Academic Press, San Diego, pp. 321-350, 1998

Kember D., Biggs, J., & Leung, D. Y. P. (2004). Examining the multidimensionality of approaches to learning through the development of a revised version of the Learning Process Questionnaire. *British Journal of Educational Psychology*, 74(2), 261-280

Larson-Daugherty, C. Walker, C. C. (2009, March 9). The evolution: From evolution to revolution: The effective e_learning model building better elearning in 2009. Spectrum Pacific Learning Company [SPLC]. Retrieved June 6, 2009 from www.spectrumpacific.com/OnLineLearn/e-Learning-Whitepaper.html

Leung, D. Y. P., & Kember, D. (2003). The relationship between approaches to learning and reflection upon practice. *Educational Psychology*, 23(1), 61-71

Mimirinis, M., & Bhattacharya, M. (2007). Design of Virtual Learning Environments for Deep Learning. *Journal of Interactive Learning Research*, 18(1), 55-64

O'Neill et al (2007) in *Case Studies of Good Practice in the Assessment of Student Learning in Higher Education*, Publisher AISHE/HEA, Dublin

Pin, K., C. & Chung, C., T. (2009). Teachers' attitudes toward web-based professional development, with relation to Internet self-efficacy and beliefs about web-based learning. *Computers & Education*, 53(1), 66-73

- S. Young, (1998), Internet Addiction: The Emergence of a New Clinical Disorder, *Cyber Psychology & Behaviour*, 1:3, pp. 237-244, 1998
- Selwyn, N., Marriott, N., & Marriott, P. (2000). Net gains or net pains? Business students' use of the Internet. *Higher Education Quarterly*, 54(2)
- Slate, J.R., Manuel, M., & Brinson, JR.K. (2002). the "digital divide": Hispanic college students' views of educational uses of the Internet. *Assessment & Evaluation in Higher Education*, 27(1), 75-93
- Todd, R., & Kuhlthau, C. (2005). Student learning through Ohio school libraries, Part 1: How effective school libraries help students. *School Libraries Worldwide*, 11(1), 89-110
- Toronto: Somerville House, Toronto, 1997
- Tsai, C., C. (2009). Conceptions of learning versus conceptions of web-based learning: The differences revealed by college students. *Computers & Education*, 53(4), 1092-1103.
- Usun, S. (2003). Undergraduate Students Attitudes towards Educational Uses of Internet, *Interactive Educational Multimedia*, 7, 46-62
- Vassileva, J. (2008), Towards Social Learning Environments, Volume 4, Publisher IEEE Transactions on Learning Technologies, 1, P 199-214
- W. Rowland, *Spirit of the Web: The Age of Information from Telegraph to Internet*,
- Zeegers, P. (2001). Approaches to learning in science: A longitudinal study. *British Journal of Educational Psychology*. 71, 115–132

Appendix A

Questionnaire

Section A _____

Please answer the following questions by ticking () the appropriate box.

1. Please state your gender.

Male

Female

2. Do you have the Internet facility?

Yes

No

3. Why do you want to use digital tools?

Helpful in study and communication

To enjoy the latest technology

Section B

Please state your opinion by ticking () only ONE for each of the following statements.

Use the choices given as a guide.

1. Strongly agree

2. Agree

3. Disagree

4. Strongly disagree

Statement 1 2 3 4

Your school administration provides you good digital service.

No difficulties using digital tools in school.

The advantages of using digital tools in schools are greater than disadvantages.

Section C

Please answer the following questions in the space provided.

1. The use of digital tools is very popular among students of all ages. Please give your comments.

.....

.....

.....

.....

2. What do you think are some of the drawbacks of using digital tools in schools?

.....

.....

.....

.....