

Web pages for education and teacher's competence

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The description of knowledge, skills and attitudes of a teacher in various fields associated with teaching is presently characterised by competences. As the information and communication technologies have recently been integrated into the teacher's profession, we identify the so-called ICT competences.

One of the tasks of a teacher is the application of ICT to improve teaching. In particular, ICT can be employed to present phenomena which are difficult to visualise by other means. A relatively new and unknown instrument in ICT is the use of web pages for education. Originally, they appeared at universities, but later they spread to primary and secondary schools as the ICT literacy developed in the population.

The web pages are popular because they are easy and cheap to design and update and also because they offer vast possibilities of presentation of multimedia content. As the Internet is currently being introduced into schools there are also demands on teachers to apply and design them. Teachers thus need specific knowledge, skills and attitudes. These are to be examined and thus identified as the set of teacher's competences to design and apply web pages for education.

In my dissertation thesis I focus on the definition of competences for the design and application of web pages for education. The aim is to identify the components of the competence, which are knowledge, skills and attitudes associated with the application of ICT in teaching.

The research questions are:

What competences are necessary for a teacher to be able to design and apply web pages for education?

Which factors influence and at the same time contribute to teacher's activity in the area?

In the empirical part of my thesis I ask the teachers who have experience with web pages for education the question what skills are necessary for teachers who wish to work with web pages for education.

For data collection I intend to use the method of Q-methodology, which has recently appeared in electronic form and which enables the researcher to proceed significantly faster, from data collection to data sorting and to the final evaluation. At the end of my presentation I would like to introduce one of the electronic forms of Q-methodology used nowadays.