

SURFING THE NET

A European Survey into Children's Use of the INTERNET

**Conducted in Austria, Belgium, Bulgaria,
Germany, Greece, Finland, France,
Poland, Portugal, Romania,
Slovak Republic, Slovenia, Spain, UK**

Vienna, 2008

Editorial Staff:

Annemie Leysen
Dr. Eduardo Encabo
Karin Haller
Lilia Ratcheva-Stratieva
Dr. Margarida Morgado
Dr. Penni Cotton

Translations:

Ana Magdalena Iordachescu
Annemie Leysen
Aneta Ilieva
Dr. Eduardo Encabo
Eva Sprager
Juan José Varela-Tembra
Karin Haller
Lilia Ratcheva-Stratieva
Maija-Liisa Korhonen
Małgorzata Kołodziejczyk
Dr. Margarida Morgado
Dr. Miloš Ondras
Monique Hennequin
Nelly Costova
Piotr Jankowski
Theodora Stoyanova

English Language Consultant: Dr. Penni Cotton

IT Support: Ivan Iliev, Robert Prüller

Cover: Victor Paunov

Layout: Georgi Zumbulev

Preprint: Diliana Zumbuleva

Published by the International Institute for Children's Literature and Reading Research

Mayerhofgasse 6, 1040 Vienna, Austria

Print: VICA Druck, Vienna

© EDM Reporter Comenius 3 Network

ISBN: 978-3-200-01210-3

Table of Contents

Introduction	5
Institutions contributing to the survey	6
Results of the survey from:	
Austria	9
Belgium	19
Bulgaria	27
Finland	35
France	41
Germany	43
Greece	51
Poland	59
Portugal	71
Romania	81
Slovak Republic	89
Slovenia	97
Spain	105
UK	113
Summary of survey results in:	
English	123
Bulgarian	125
Dutch	127
Finnish	129
French	131
German	133
Greek	135
Polish	137
Portuguese	139
Romanian	141
Slovak	143
Slovene	145
Spanish	149
Annexe:	
Criteria for evaluating websites	151
Questionnaires	157

Acknowledgments

The **EDM Reporter** Comenius 3 Network would like to thank all the schools, teachers, teacher trainers, librarians, children and students who took part in the survey. Their contributions have given important insights into European internet use and also provided inspiration for the development of the EDM Reporter website.

The present survey is one of the results of the EDM Reporter Comenius 3 Network activities. It was organised in 2006/2007 by partners from the 14 countries in the Network: Austria, Belgium, Bulgaria, Germany, Greece, Finland, France, Poland, Portugal, Romania, the Slovak Republic, Slovenia, Spain and the UK.

Four questionnaires were developed: one for adults (teachers, librarians, teacher trainers, students) working with children, and three for three age groups of children (8-10, 10-12, 12-14). The survey included schools in large cities, small towns and even smaller villages.

About 3500 children and 700 adults working with children were interviewed. Empirical research in schools, libraries, teacher training institutions and universities was carried out for the following reasons:

- to discover whether and how teachers, librarians and children use the internet for intercultural education and reading promotion
- to determine criteria for evaluating websites for children and adults working with children
- to establish lists of the most user-friendly and most frequently visited websites for children/adults working with children.
- to gather additional general information about the use of internet in each country.

Institutions contributing to the Survey

Coordinating Institution:

Internationales Institut für Jugendliteratur und Leseforschung (International Institute for Children's Literature and Reading Research), Vienna, Austria

Partners:

BIBIANA (International House of Art for Children), Bratislava, Slovakia

Biblioteka Publiczna im. Władysława Jana Grabskiego w Dzielnicy Ursus m.st. Warszawy (Public Library „Władysław Jan Grabski“ in the district of Ursus, Warsaw), Warsaw, Poland

CEMIM Centrum Edukacji Międzykulturowej i Medialnej (Centre of Multicultural and Media Education), Warsaw, Poland

Centre de recherche et d'information sur la littérature pour la jeunesse, CRILJ (Research and Information Centre on Literature for Young People), Paris, France

Colexio Seminario Menor da Asunción (Assumption Minor Seminary High School for Boys), Santiago de Compostela, Spain

Comquest, Vienna, Austria

Drachenfelschule, Königswinter, Germany

Escola Superior de Educação do Instituto Politécnico de Castelo Branco (Educational Institute at the Polytechnical Institute of Castelo Branco), Castelo Branco, Portugal

Helsingin Kaupungin Kanslia / Helsingin Kaupungin Kirjasto (Helsinki City Library), Helsinki, Finland

Katholieke Hogeschool Leuven, Departement Lerarenopleiding in Heverlee (Catholic University of Leuven, Teacher Training Department), Leuven, Belgium

Kooperatieve Mittelschule (Co-operative Secondary School), Vienna, Austria

Panepistimio Aegaiou (Aegean University), Rhodes, Greece

Regionalna biblioteka „Lyuben Karavelov“ (Regional Library „Lyuben Karavelov“), Rousse, Bulgaria

National Centre for Research in Children's Literature (NCRCL), Roehampton University, London, United Kingdom

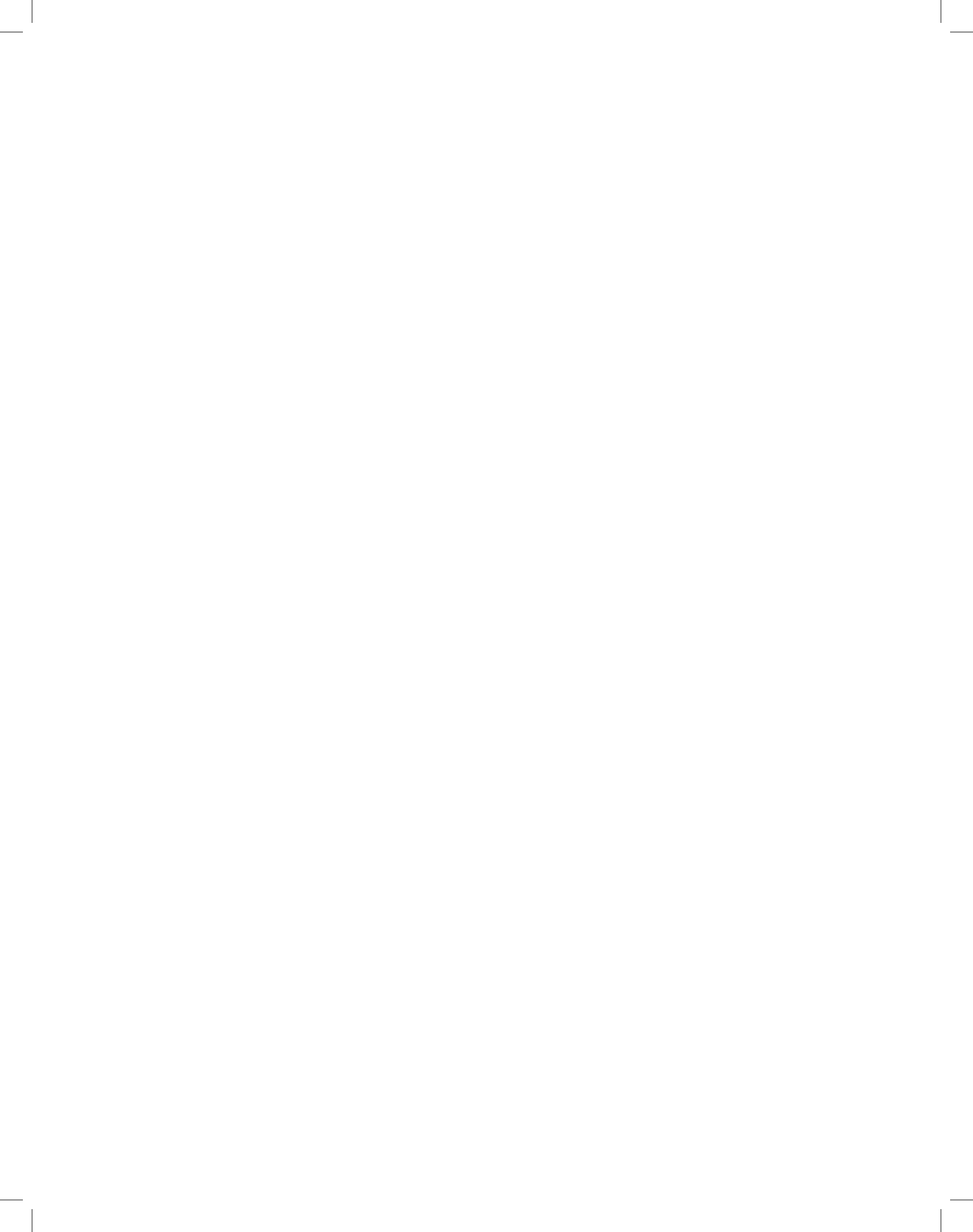
Scoala NR. 97, Bucuresti, Romania

32 Sredno uchilishte, Sofia, Bulgaria

Universidad de Murcia (University of Murcia, Faculty of Education), Murcia, Spain

Univerza Ljubljana (University of Ljubljana, Faculty of Education), Ljubljana, Slovenia

RESULTS OF THE SURVEY



Context of the Survey

The survey was conducted in three schools in Vienna and in three schools in the province of Low Austria. The questionnaires were answered by 245 pupils in the age between 8 and 14 years and by 29 educationalists. The results cannot be considered representative for the country, but they give clear hints about the current trends.

The sample included eighty three 8 to 10-year-old respondents; eighty two 10 to 12-year-old respondents; eighty 12 to 14-year-old respondents; and 29 educationalists which include teachers, university teachers, and librarians.

8-10 years

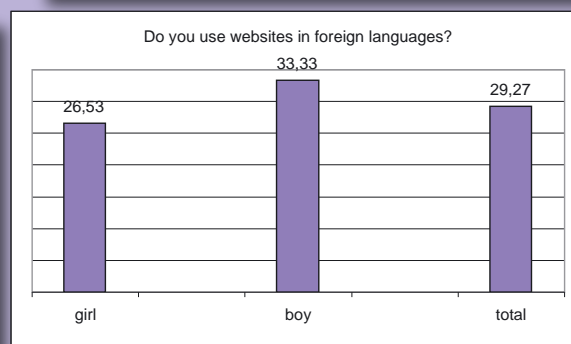
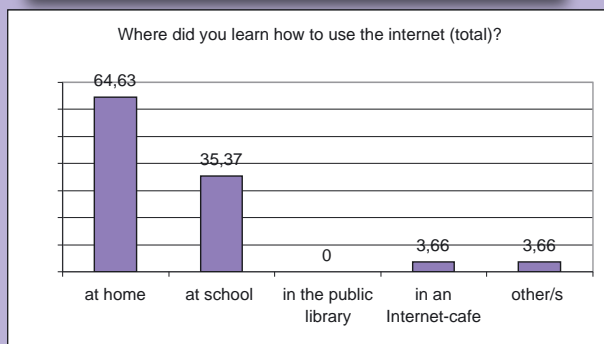
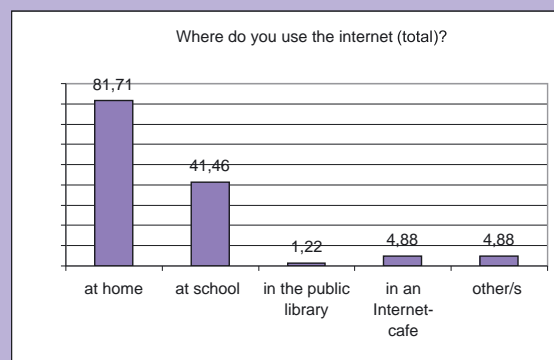
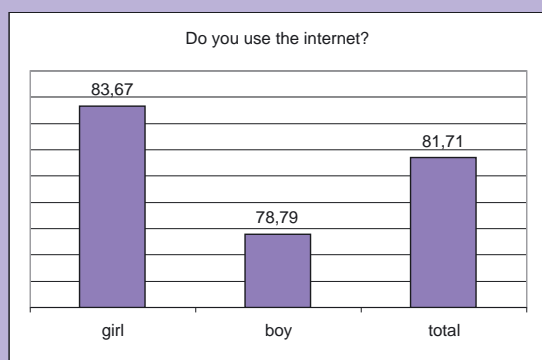
In this age group 78.79% (boys) and 83.67% (girls) use the internet, which leads us to the conclusion that children in Austria have access to the internet at a very early age. The internet is used mainly at home (81.71%), and at school (41.46%). Only 1.22% of the children interviewed use the internet in a public library. Girls don't use it in internet cafés (0%), while for boys this comes in third place with 12.12%. Children also claim that they use it in other places (friends, relatives) (4.88%).

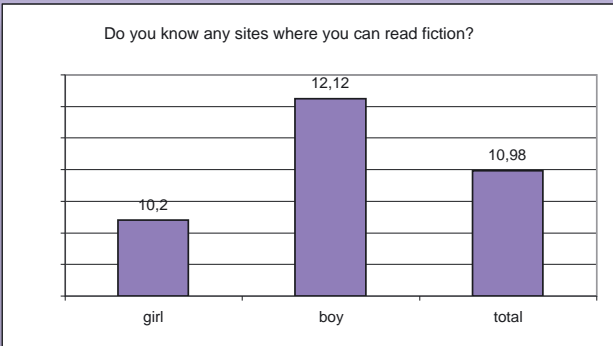
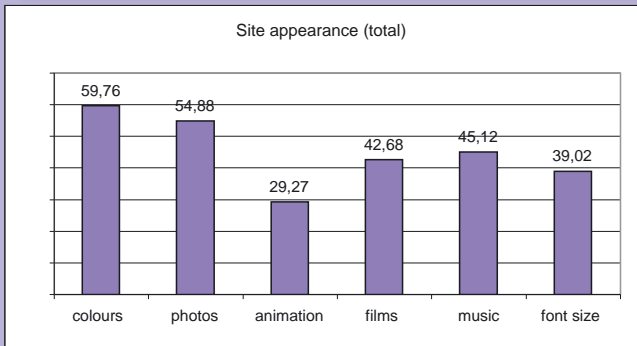
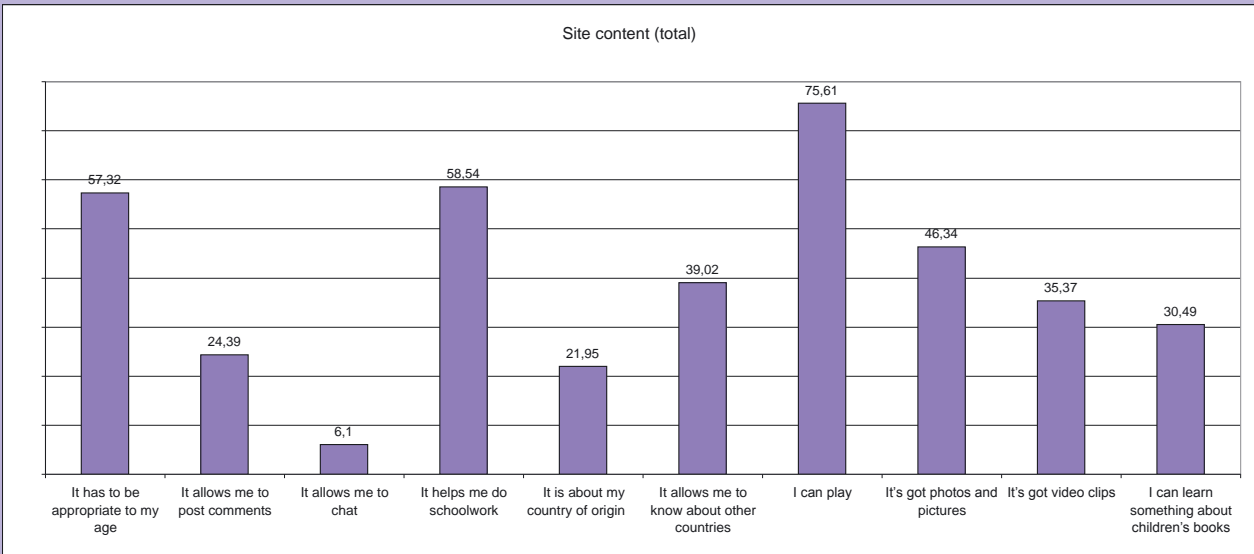
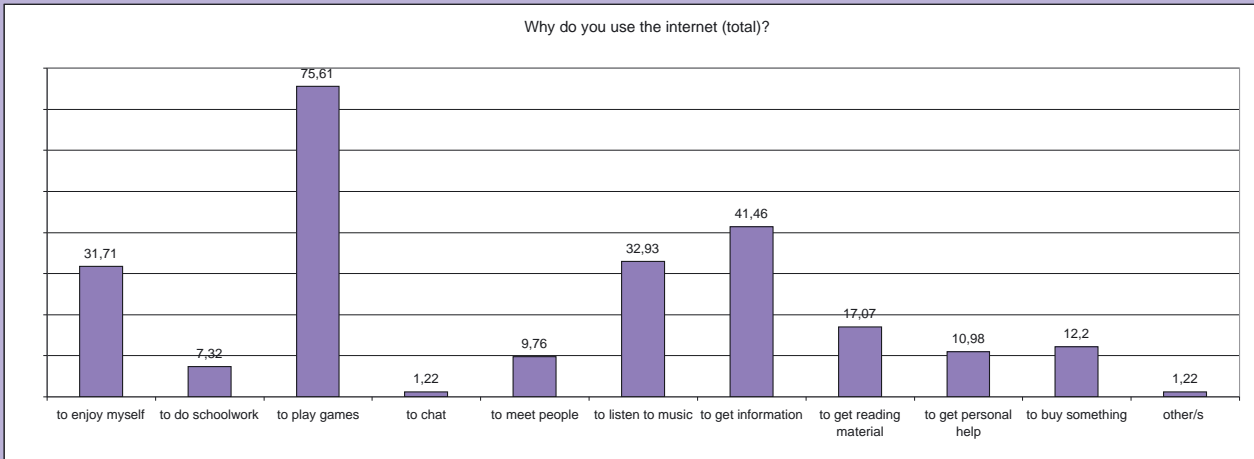
64.63% of the children learned how to use the internet at home, and 35.37% learned to use it at school. Some of the children learned to use the internet at friends' or at relatives' homes, 9.09% of boys learned in internet cafés, but none in a public library.

In this age group, 24.49% of the girls and 27.27% of the boys had a mother tongue other than German. 29.27% of the children used websites in foreign languages (mainly in English or in their mother tongue).

To the question about why they used the internet, 75.61% of the children answered 'to play games', followed by 'to get information' (41.46%) and to listen to music (32.93%); in this last category the percentage for boys was 48.48%, against only 22.45% for girls. Only 7.32% in this age group use the internet in order to prepare their homework, while 31.71% use the internet just for fun. Boys look for help on the internet more often than girls (18.18% of the boys against only 12% of the girls). They also buy things more often on the internet (10% more than the girls).

All results are %.





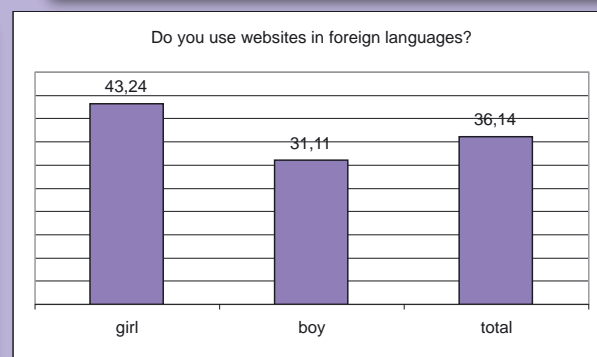
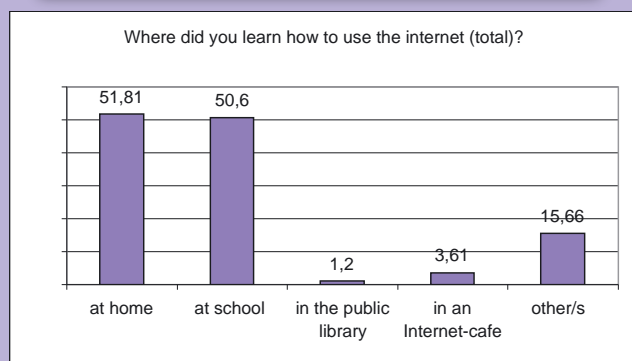
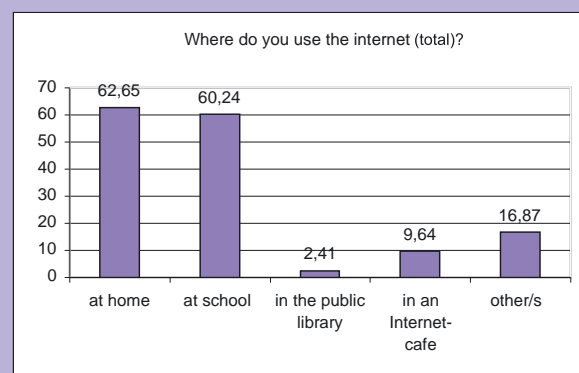
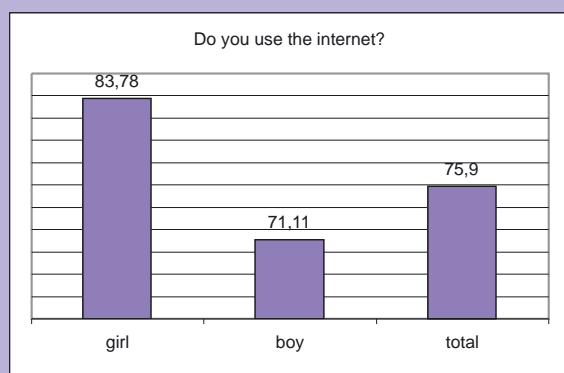
Chat on the internet is not of interest to this age group, involving only 22% of the total. 17.07% of the 8 to 10-year-olds use the internet in order to find reading material.

As to site content the children in this age group rate as most important that it has games (75.61%) and girls definitively prefer websites that help them to do their homework (67.35% against 45.45% of the boys). Both boys and girls in this age group agree that the website must be suitable for their age (57.32%). 46.34% require that the websites contain photos and pictures and 35.37% consider it an important aspect of a website to have video clips. To give expression to their opinion is more important for girls than for boys (30.61% girls against 15.15% of boys).

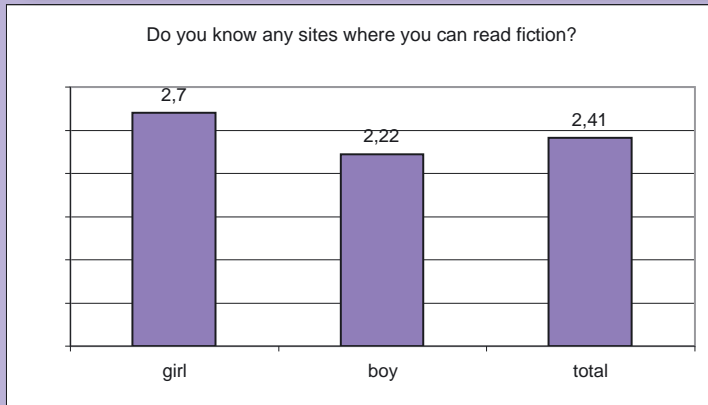
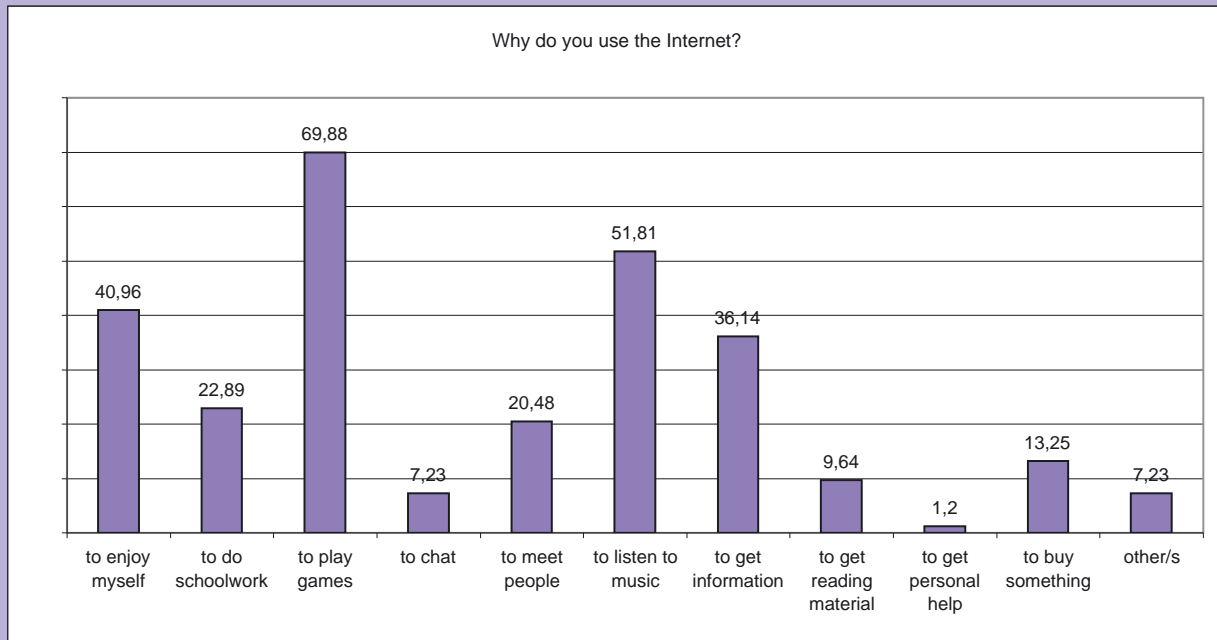
What 8 to 10-year-olds rate higher on websites in terms of site appearance are colours (59.76 %), photos (54.88%), music (45.12%) and films (42.68%). For this age group a large font is also important (39.02%). Music reveals a significantly higher percentage for boys (54.55%) than for girls (38.78%).

30.49 % of the children (both boys and girls) considered it important to find information about children’s books on a website, while 10.98% of the children interviewed knew websites where they could learn something about children’s books. 39.02% of the children said that it allows them to know about other countries. For 21.95 % of the children, the internet is a means of having contact with their country of origin.

10-12 years



71.11% of boys and 83.78% of girls in this age group use the internet. The internet is used again mainly at home (62.65%), but the role of schools increased in this age group – 60.24% of the children interviewed used the internet at school as well.



The role of the public library in the use of the internet also grows, although by very little – 2.41% of the children interviewed use the internet in a public library. Girls start using it also in internet cafés (2.7%), and for boys internet cafés are in third place with 15.56%. The possibility of using the internet in another place (at friends, relatives, etc.) is also more important in this age group, especially for girls, 21.62% of whom use the internet in another place, while for boys this percentage is 13.33.

51.81% of the children in this age group still learned how to use the internet at home, but also 50.6% stated that they learned how to use the internet at school. The percentage of children who learned how to use the internet at friends or at relatives is higher (15.66%). 6.67% of boys learned in internet cafés, against 0% of girls and only 2.22% of boys claimed to have learned how to use the internet at a public library.

In this age group, 51.35% of the girls interviewed and 45.22% of boys have a mother tongue other than German. 36.14% of the children use websites in a foreign language, which correlates to some extent with their language of origin.

In response to the question about why they used the internet, 69.88% of the children answered 'to play games', followed by 'to listen

to music' (51.81%). The percentage of girls who use the internet to listen to music greatly increased in comparison with the group of 8 to 10-year-old girls (56.76%). 40.96% of the children interviewed used the internet just for fun and 36.14% used the internet 'to get information'. In this age group 22.89% of children used the internet in order to do homework and this percentage was twice as high for girls as for boys. Only 2.7% of girls use the internet to get help, whilst boys in this age group do not look for help on the internet. The number of children using it 'to buy something' is also higher (8.11% of girls and 17.78% of boys). Chat gains importance in this age group – 8.11% of girls and 16.67% of boys use the internet to chat. 13.25% of children in this age group use the internet in order to find reading material.

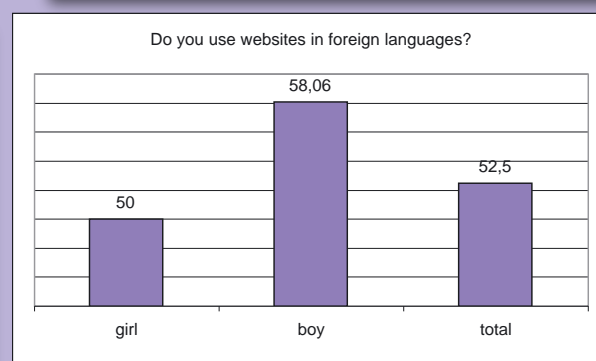
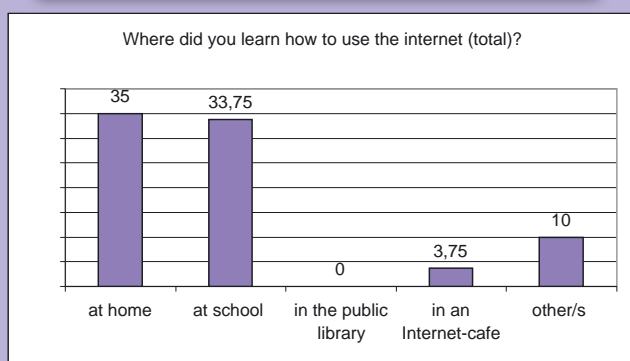
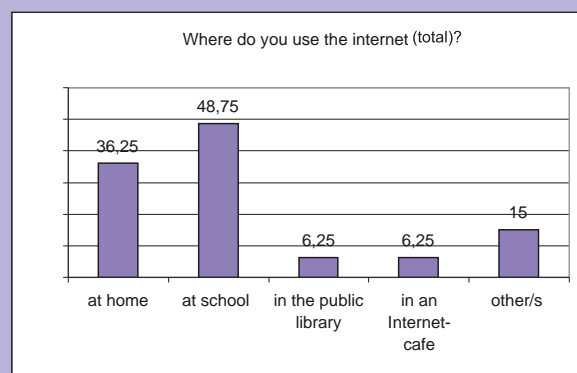
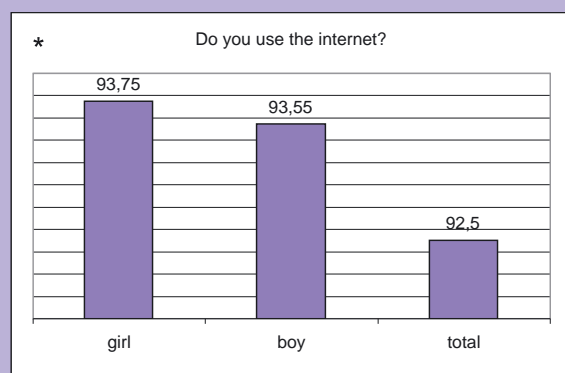
What 10 to 12-year-olds rated highest on websites in terms of site content and site appearance is music (51.81%). In second place is the 'menu' (40.96%), then follow photos (39.76%), colours (31.33 %), animation (30.12%) and films (27.71%). The fonts are not important to this age group (9.64%).

As to website content, the children in this age group rated it most important to have games (51.81%), followed by 'contains photos and video clips' (37.35%). In third place with 33.73% came the answer 'the websites help me to do my homework'. Only 22.89% of the children interviewed in this age group are of the opinion that the websites have to be relevant to their age. Children in this age group are not interested in visiting blogs or in expressing their opinion (4.82% and 10.84% respectively).

10.84% of the pupils in this age group were interested in websites where they could get information about books for children and young people, and only 2.22% of children knew websites where they could read children's books.

33.73% of the children said that the internet allows them to have contact with their country of origin, and 22.89% answered that, through the internet, they learn about other countries.

12-14 years



* The lower total percentage is due to the fact that some of the children interviewed didn't say whether they were boys or girls.

93.55% (boys) and 93.75% (girls) in this age group use the internet. This result is higher than for the previous age groups. The internet is already much less used at home (only 36.25% of children), while the use of the internet at school increases to 48.75%. The role of the public library in the use of the internet is also higher, achieving 6.25%. The difference between boys and girls in the usage of the internet in internet cafés is negligible (6.45% and 6.25% respectively). The possibility of using the internet in another place (at friends, relatives, etc.) comes in this age group in third place with a total of 15%.

35% of the children in this age group still learned how to use the internet at home, but already 41.67% of the girls and 22.58% of the boys learned how to use the internet at school. 12.5% of girls and 6.45% of boys confirmed that they learned how to use the internet somewhere else (at friends, relatives, etc.), and none learned how to use it in a public library. The study showed that the role the public libraries play in the process of using the internet is practically non-existent.

In this age group 31.25% of girls and 22.58% of boys have a mother tongue other than German. 52.5% of the children use websites in foreign languages, which correlates with their advanced language skills acquired through the study of foreign languages.

In answering the question about why they used the internet, boys and girls in this age group came up with very different answers. The leading answers among girls were 'to get information' with 43.75% and 'to prepare my homework' with 31.25%. For boys this percentage was 19.35% for both answers.

In third place for the girls was the answer 'to listen to music'. For boys playing games on the computer was still the main reason to use it (35.48%). Then came 'just for fun' and 'to listen to music' with 25.81% each. 'To know new people' was for girls more important than for boys. Opportunities to use the internet increased with age.

What 12 to 14-year-olds rated higher on websites in terms of site appearance were photos (41.25%), colours (38.75%), menu (37.5%) and music (also 37.5%), i.e. the visual aspects of the websites. But from 10 years upwards menus also played an important role.

As to site content the pupils in this age group rated as most important that the internet helped them to prepare their school work (33.75% of both girls and boys) and only 27.5% of both boys and girls considered games as important on a website. For 21.25 % of the children in this age group the internet helps contact with their country of origin. In this age group it is not important for children that the website is relevant to their age (12.5%). The importance of playing games reduced with age, and the most important function of the internet emerged as the possibility of help with homework.

33.75% of the children said that the internet allowed them to have contact with their country of origin and 21.25% answered that through the internet they learned about other countries. The percentage of pupils who used websites in foreign languages was comparatively high, due mainly to the fact that a relatively high percentage of the children had a mother tongue other than German, but also due to increased language skills, especially in using the English language.

For only 8.75% of the pupils in this age group was it important to learn on the internet about books for children and young people. 50% of girls and 9.68% of boys knew websites where they could find reading material.

With the exception of those mentioned above, gender differences in the use of the internet between boys and girls are statistically irrelevant.

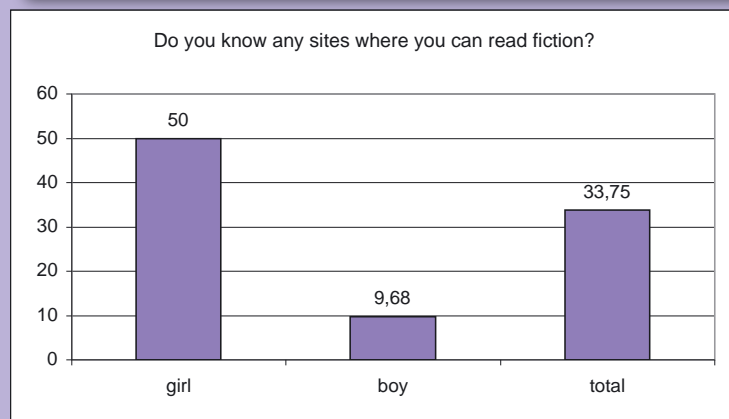
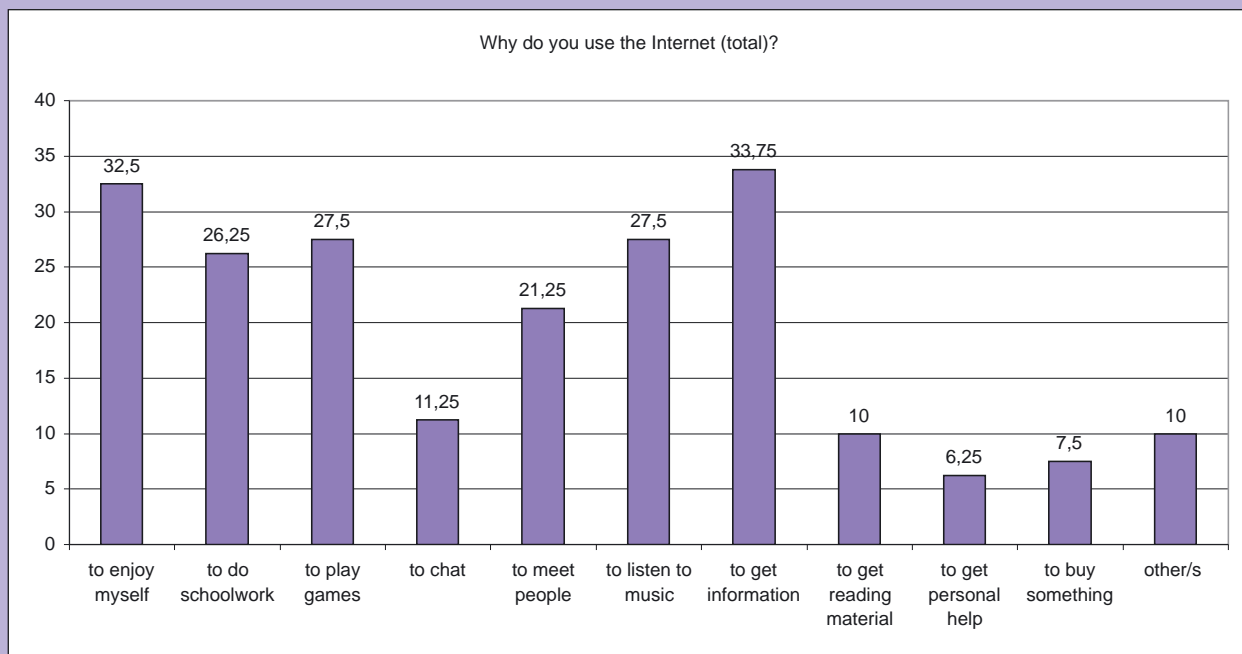
Concerning intercultural education the following answers are important:

'to know people' and 'to get information', where the percentage is between 21.25% and 33.75% respectively.

Concerning reading promotion what matters is the answer: 'to find reading material'. In the different age groups the percentage of the children for whom this point is important decreases.

It is worth mentioning that a group of the children interviewed in the age groups 10-12 and 12-14 worked with a teacher who focuses especially on reading promotion through the internet. In this age group for example 50% of the girls knew and used website on children's and young adults' books. Among the pupils interviewed there were classes where the teachers worked a lot with children in promoting reading and intercultural education with the help of the internet. Pupils from such classes have quoted websites which give information about books, contain extracts from them and even include book reviews.

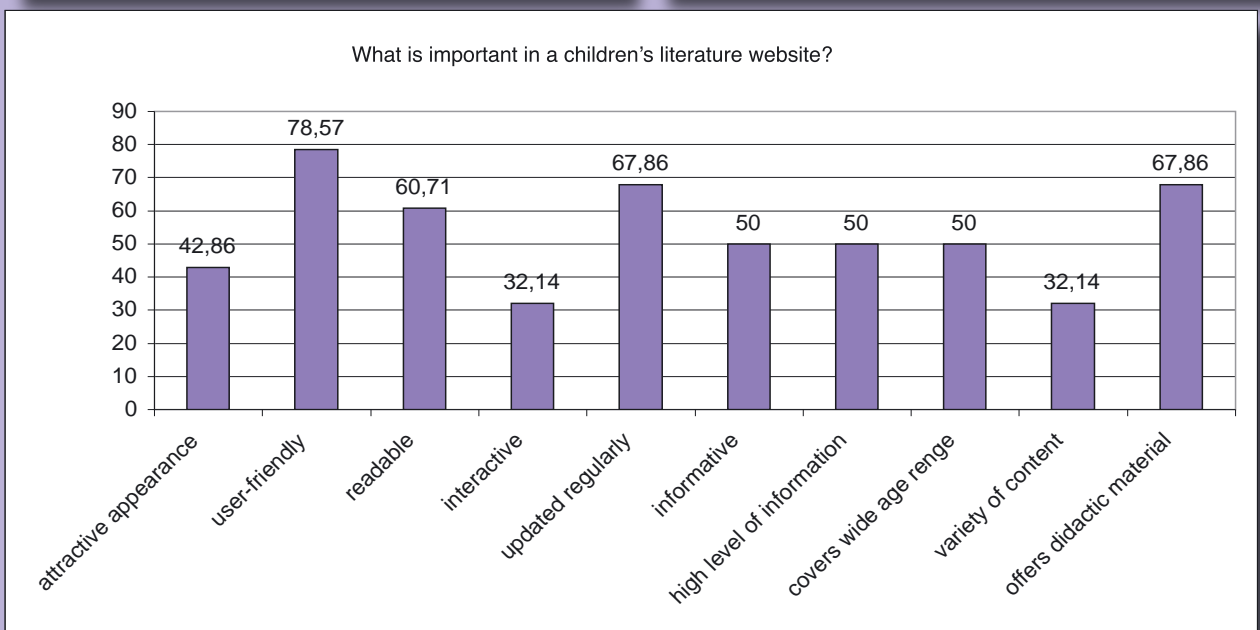
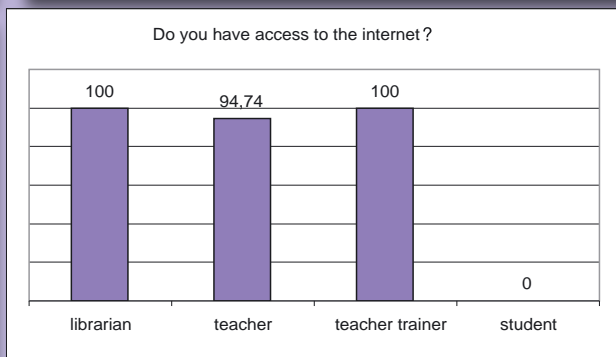
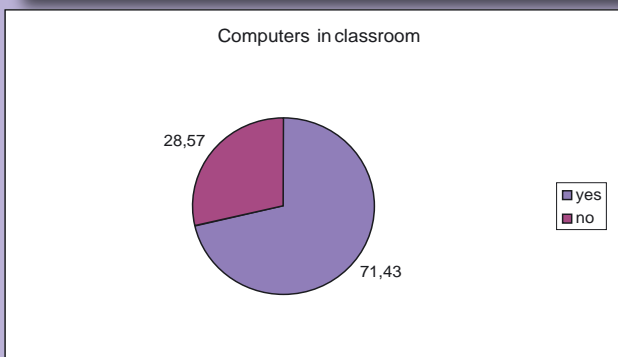
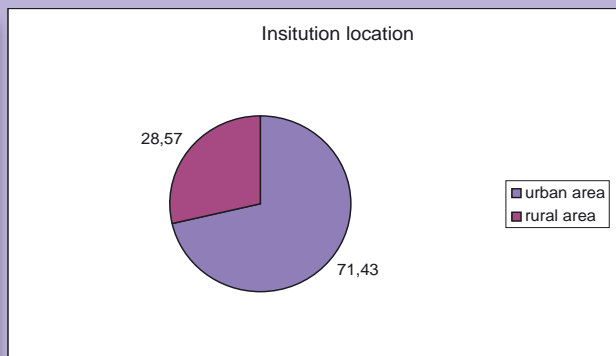
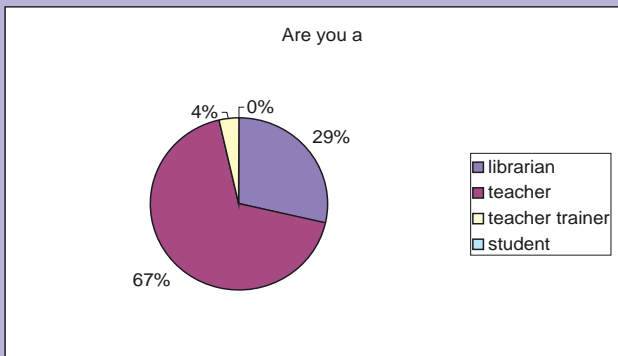
The interest in information, news, discussions and expressing opinions decreases with age, which suggests a future need to focus on political education.

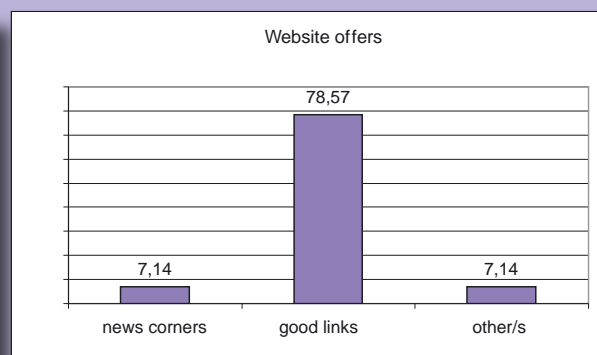
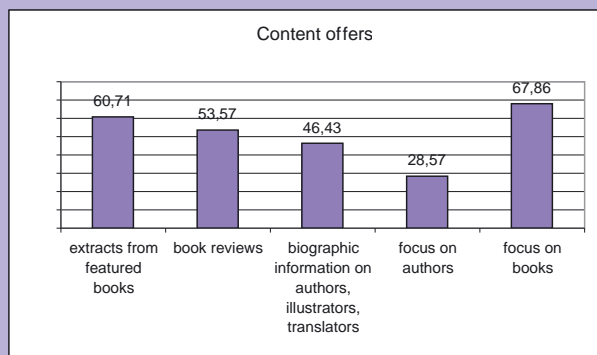


Most of the websites quoted by children in the age groups 10 to 14 are not relevant for intercultural education, reading promotion or children's fiction. From the websites quoted by children, some samples relevant to the purposes of our survey were chosen:

www.kidsweb.at
www.toggo.de
www.buchklub.at
referateguru.heim.at

Educationalists:





29% of the educationalists who answered the questionnaire were librarians, 67% teachers and 4 % university teachers. 100% of librarians had computers and an internet connection in the library, while only 57.89% of teachers had computers and internet connection in the classroom. However 94.74% of them had internet connection either at home or in the school. 50% of librarians confirmed that their institution had its own website, either specially designed for children or with a separate part for children. Among the teachers this percentage was only 5.26. Attached is also the list of the criteria for evaluation of a website from the viewpoint of Austrian educationalists:

- User-friendly (78.57%)
- Offers didactic material (67.86%)
- Updated regularly (67.86%)
- Readable (60.71%)
- High level of information (50%)
- Covers wide age range (50%)
- Attractive appearance (42.86%)

Variety of content (32.14%) and Interactive (32.14%) are not very important criteria for the educationalists. They prefer websites that focus on books rather than on authors (67.86%); according to the Austrian adults working with children, it is important that a website contains extracts from featured books (60.71%) as well as book reviews (53.57%) and good links (78.57%).

Some websites recommended by the educationalists:

For Adults:

www.buchklub.at
 www.barfie.at
 www.kirango.at
 www.schule.at
 www.lesefit.at
 www.stube.at
 www.jugendliteratur.net
 www.1001buch.at
 www.biblio.at
 www.alida.at
 www.bvoe.at
 www.lehrerweb.at

www.lufti-pegasus.de
 www.gemeinsamlernen.at
 www.rezensionen.at
 www.ifak-kindermedien.de
 www.lehrerservice.at
 www.buchzeit.at
 www.jugendbuchtipps.de
 www.learn.org
 www.bildung.at
 www.stbib-koeln.de
 www.sagen.at
 www.lesezeit.at
 www.stiftunglesen.de

For Children:

www.seitenstark.de
 www.kidsweb.de
 www.antolin.at
 www.lernspiele.de
 www.sowieso.de
 www.kinderbuchforum.de

For Children and Adults:

www.blindekuh.de
 www.kidsville.de



General Introduction

For the 8-10, 10-12 and 12-14 surveys 5 primary and 3 secondary schools in Flanders were asked to participate. 3 primary schools and 2 secondary schools were situated in an urban area. 2 primary and 1 secondary schools were situated in a rural area. I received 80 responses per category. In general there were more girls than boys. In most cases the response was quite positive. Teachers were willing to cooperate and they were very interested in the results of the project. Schools with children from disadvantaged areas, or with children with special needs, were asked to participate, but due to their particular situations, they were not keen to cooperate. The results of the surveys cannot be considered as representative, due to the restricted samples.

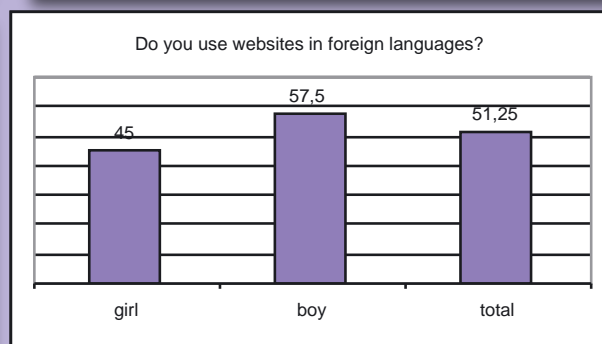
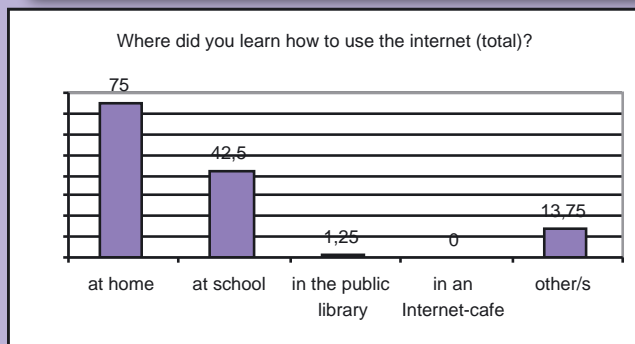
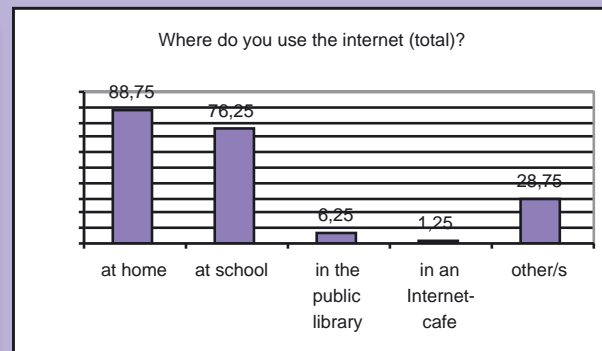
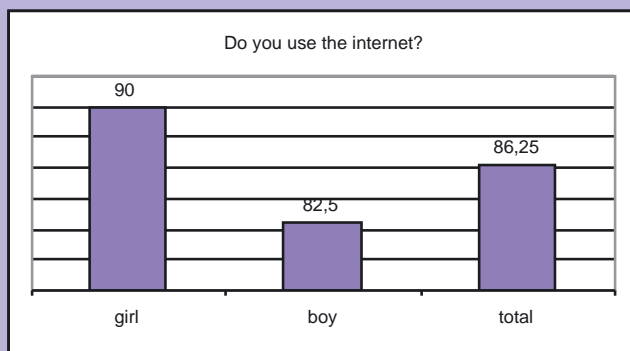
For the educationalists-questionnaires I contacted teacher trainees, teacher trainers, teachers, librarians, and specialised organisations for reading and reading promotion. I received 50 completed questionnaires, mostly from students, teachers and librarians. Some educationalists listed interesting websites for children's literature. In general, very few of them have any knowledge about websites for intercultural reading.

Some striking results: children

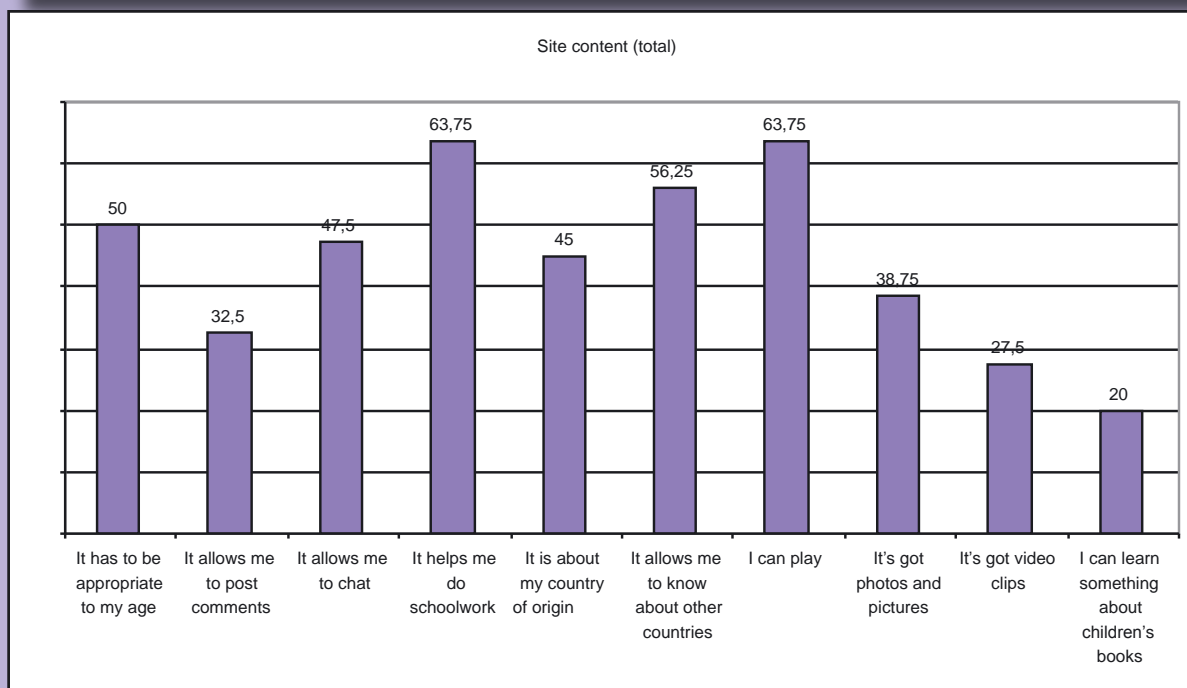
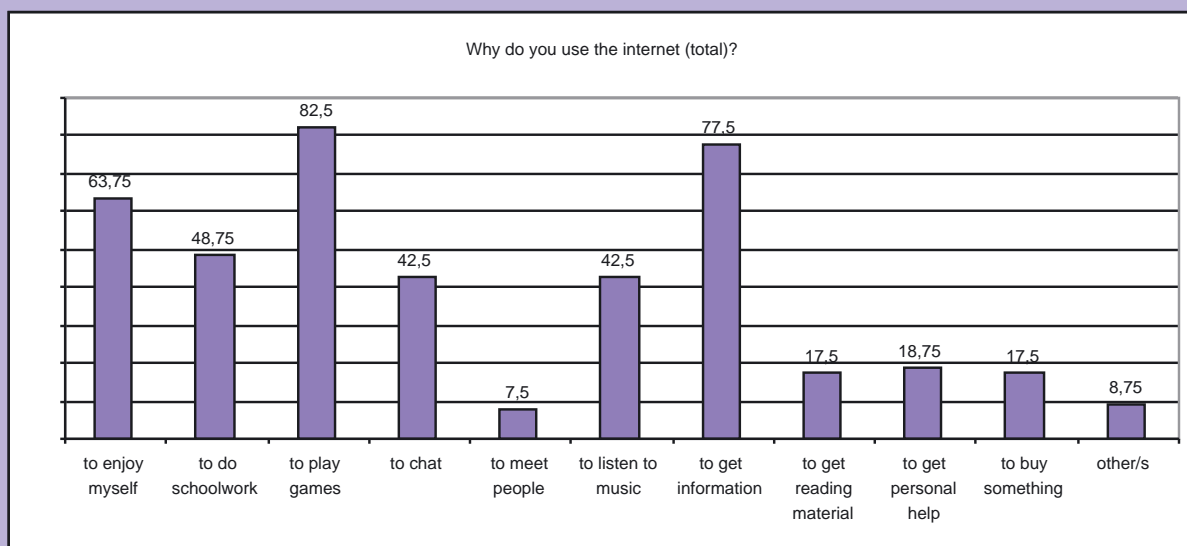
- Children of the three age groups have easy access to the internet. There is no remarkable gender difference in that respect.
- Children have access at home or at school. Libraries are not very popular for internet users. Boys use internet at home at an earlier stage than girls (8-10). Boys use significantly less internet at school than girls.
- Instruction: Children of all age groups were mainly introduced to the internet at home. The number of 8-10 children instructed at school is remarkably higher than in the other age groups. School instruction is higher for girls than for boys. Again, libraries don't play an important part in the instruction.

8-10 years

All results are %.

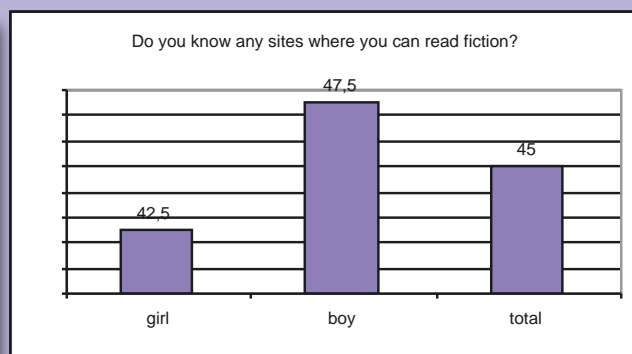
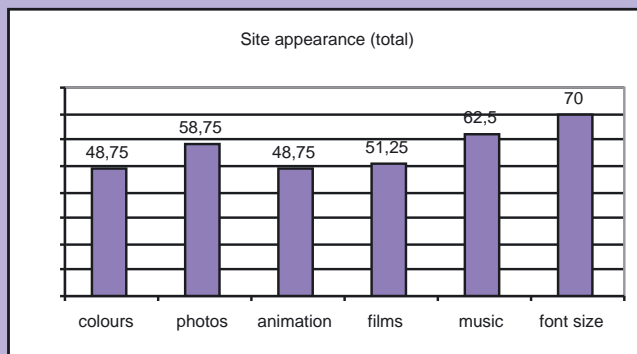


- Use of the internet in foreign languages: the older children get, the more they use the internet in foreign languages.
 - Use of the internet: enjoyment, games and gathering information get the highest scores for the three age groups, followed by schoolwork, chatting and listening to music. The older children get the higher these scores are. 12-14 year old boys prefer the internet for enjoyment. Games are the most popular with 8-10 year old girls and boys.
- Boys buy more through the internet than girls. Chatting becomes more important as children get older.



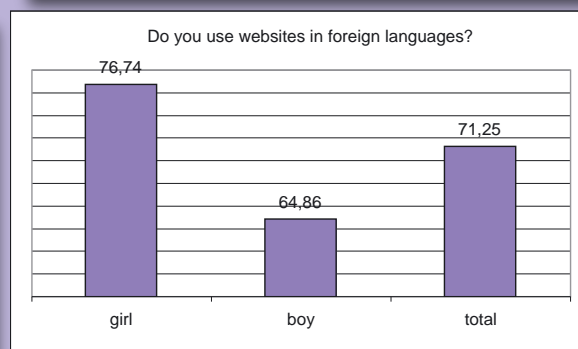
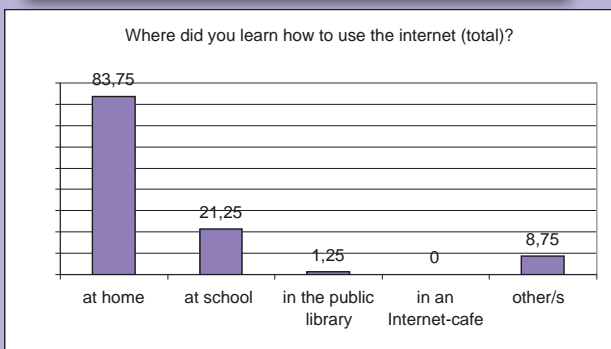
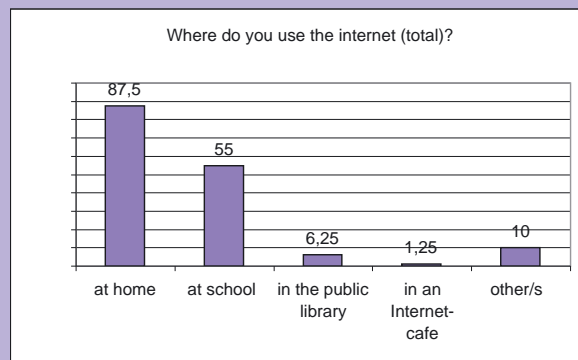
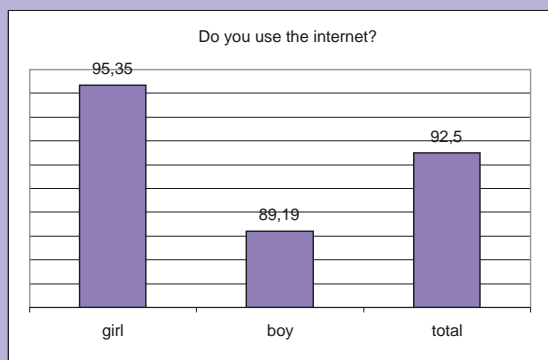
Site appearance and content:

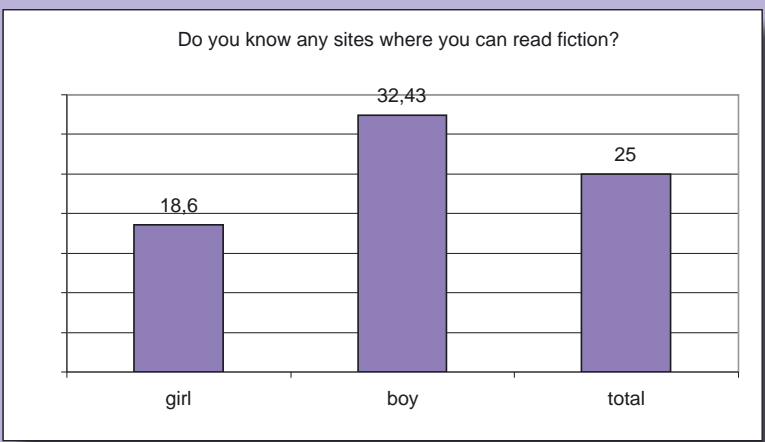
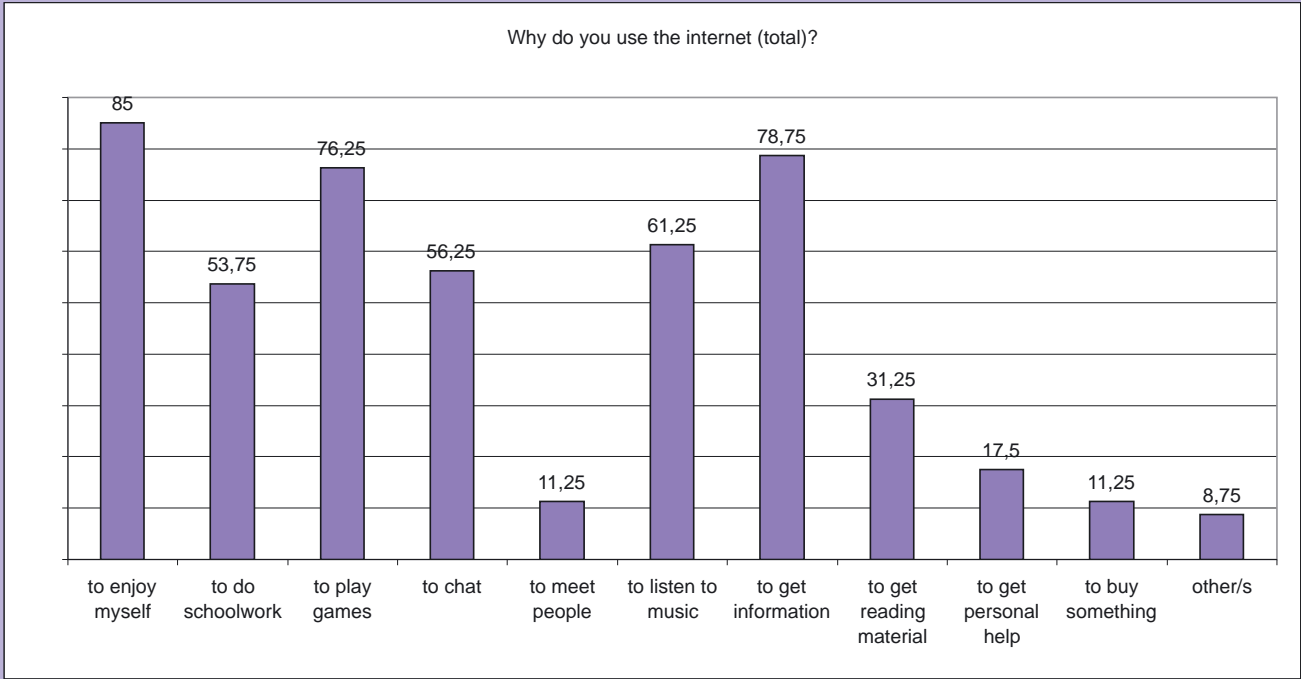
8-10: appreciate music, font size, help for schoolwork, games and information about other countries. Most remarkable gender differences: girls like to post comments, photos and video clips more than boys, who like the internet more for homework and chatting than girls.



10-12: both girls and boys find games the most important aspect of the internet, followed by music. There are remarkable gender differences: girls find photos, pictures and clips and help with schoolwork more important than boys, whereas boys appreciate animation and chatting possibilities. Reading and books are not very popular.

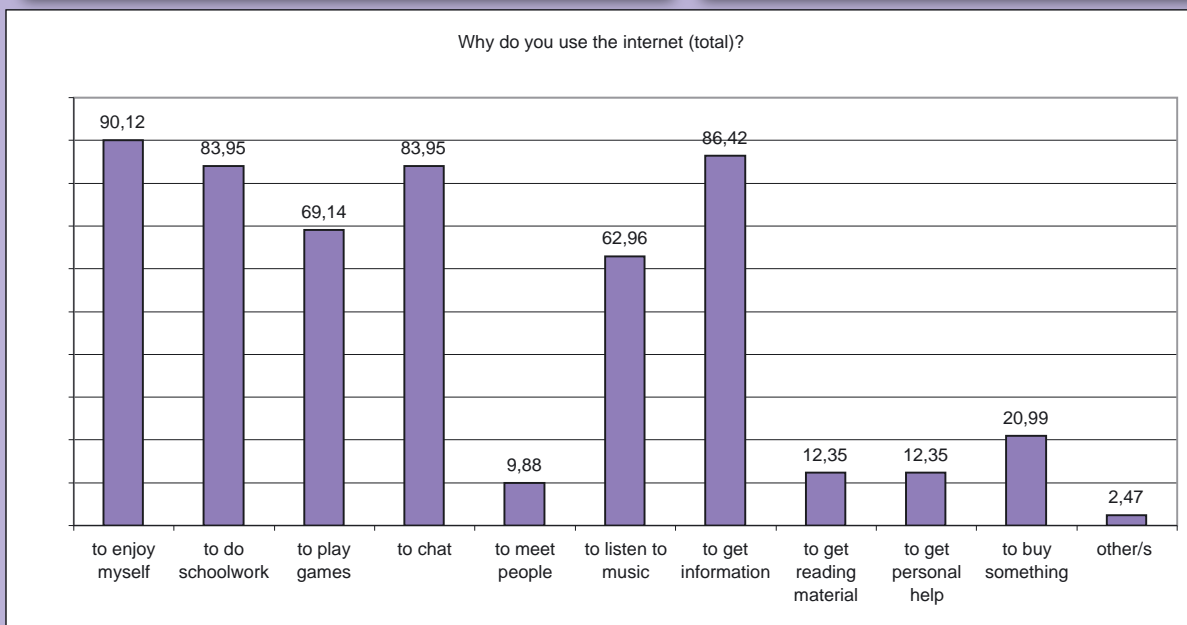
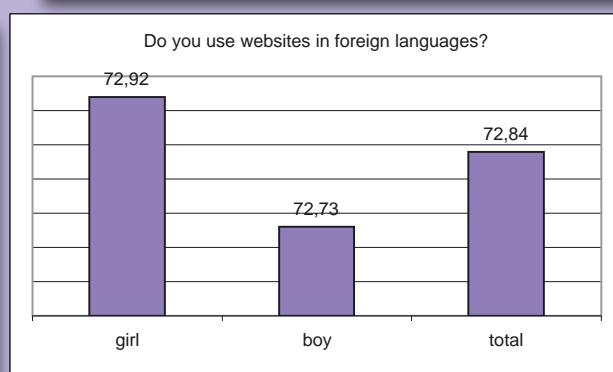
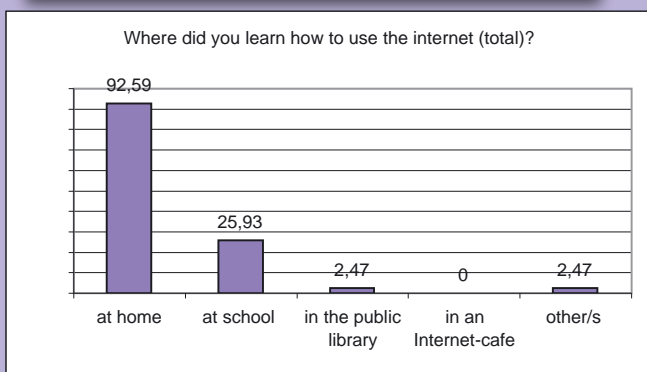
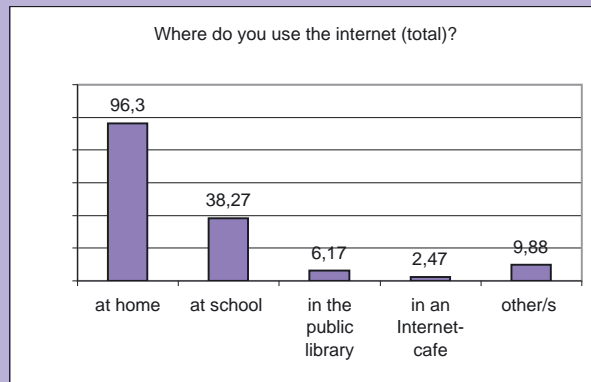
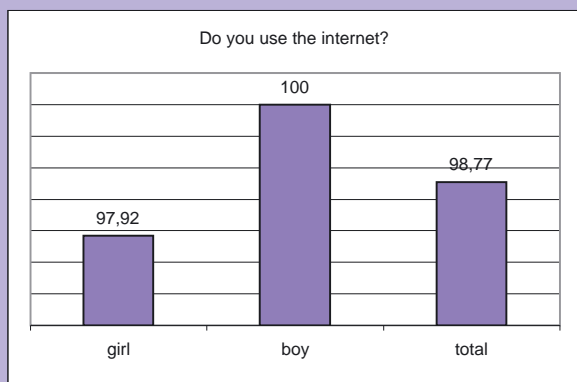
10-12 years

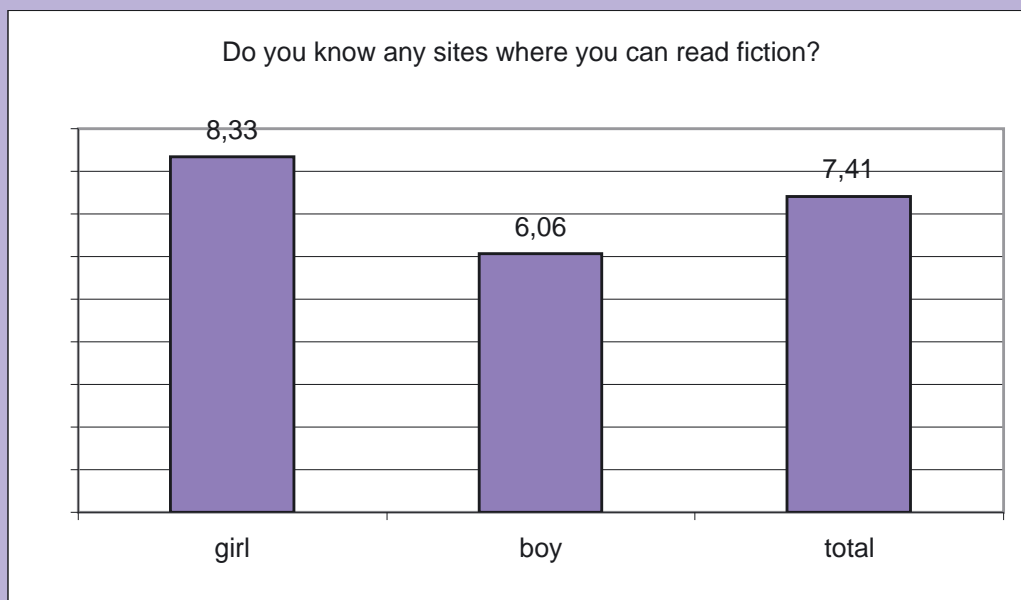




12-14: chatting, schoolwork, games, pictures and photos, music and menus seem to be important to this age group. Gender differences: girls think colours, posting comments, chatting, schoolwork, photos and pictures more important than boys. Boys appreciate animation, films, music and games more than girls. Again, reading and getting information about books score very low...

12-14 years



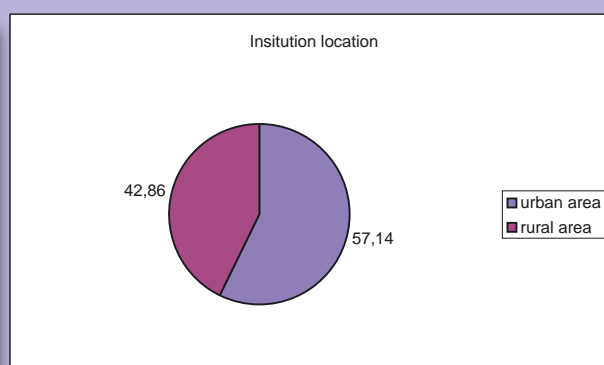
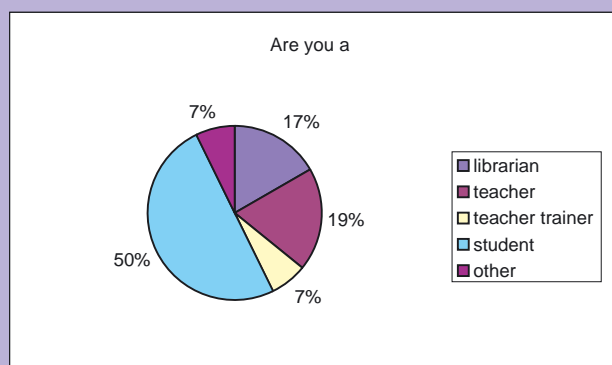


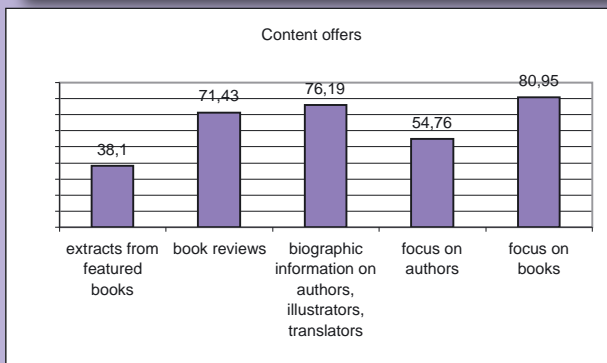
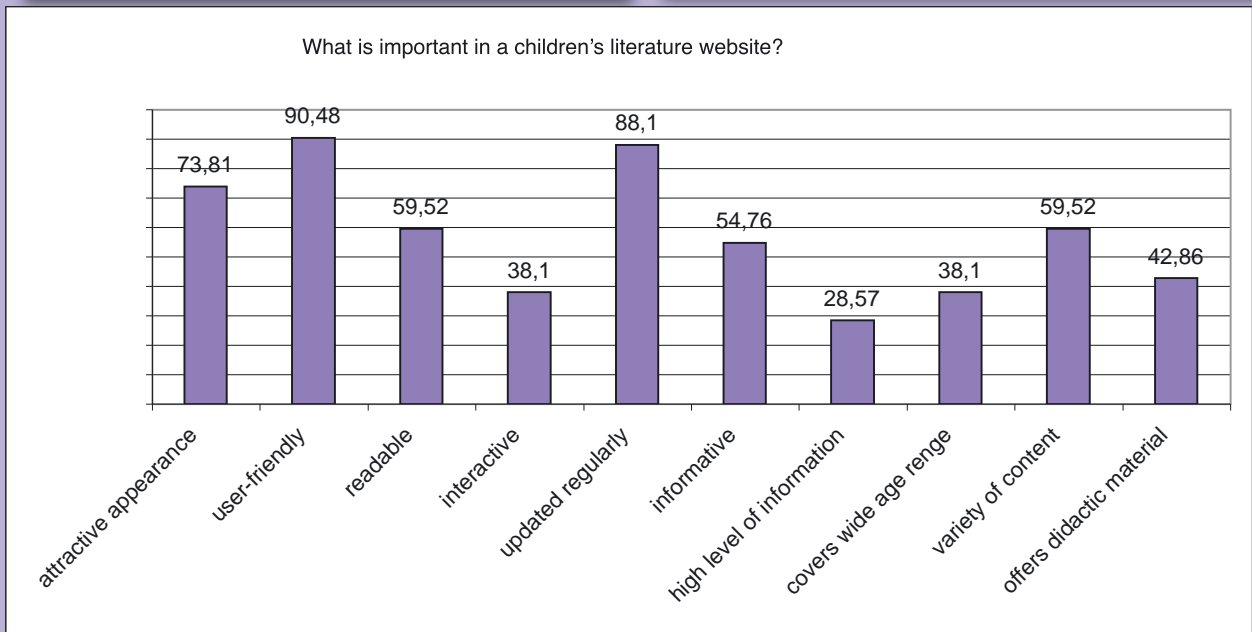
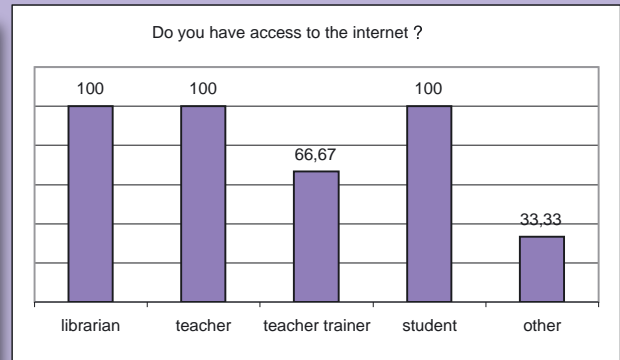
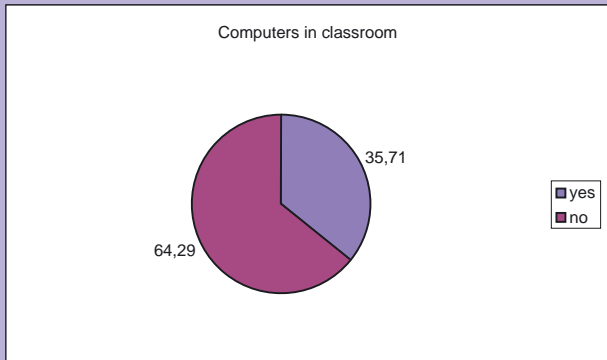
Educationalists:

Most educationalists have access to the internet, most of them at home. Most primary school teachers have computers and internet in their classrooms. Librarians have access in the library. Students have access both in their faculty and at home.

► Most educationalists use children's literature websites in their work, especially teacher trainers. Students hardly use them. Educationalists appreciate in particular the following aspects: user-friendly, updated regularly (100%), informative function (especially librarians), book reviews (2x100%), focus on books.

► Websites focussing on intercultural aspects are hardly known.







For the purposes of the survey, over the period 2006/2007, 240 students aged 8 - 14 were interviewed at primary and lower secondary school level. Also interviewed were educationalists working with children: primary teachers, teachers of Bulgarian language and literature, FL teachers – 31; pedagogic and philology university students – 14; teacher trainers – 5; librarians – in school, in children’s library departments, in university libraries – 14. The survey also included students in a large capital-city school, as well as students in a big town school and a small village school. The interviewed educationalists worked in 14 settlements with various demographic characteristics – the capital city, medium and small communities including villages. The survey outcomes cannot be considered representative as they are based on a sample nature which only outlines the internet usage routine of the students and of the educationalists working with children.

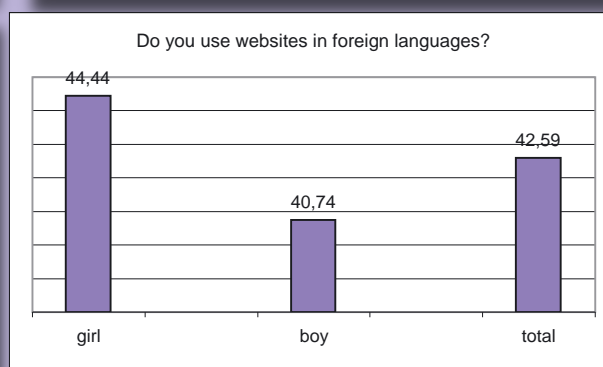
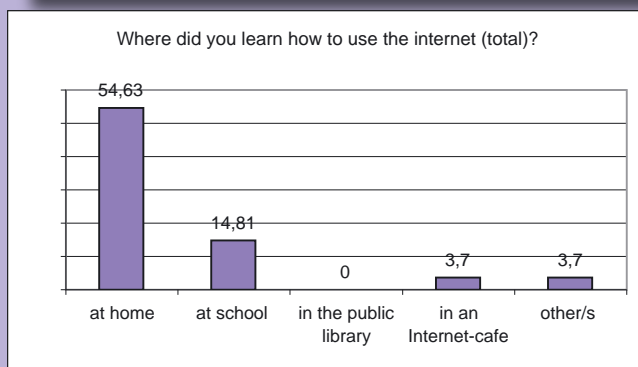
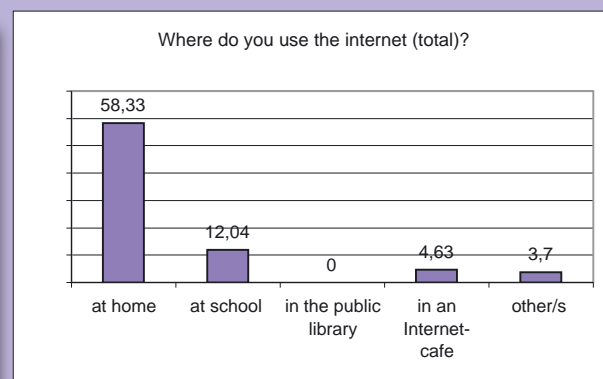
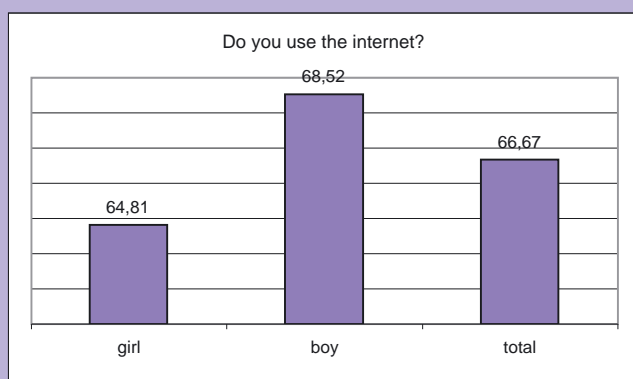
According to a report called “E-Bulgaria” by the investigating agency Vitosha Research, e-education in Bulgaria is underdeveloped. Teachers’ unreadiness to employ new technologies, their lack of skills as well as the lack of appropriate online contents to be integrated into the teaching process are assessed as the major drawbacks. Other data is also displayed in the same report indicating that 30% of the adult population in Bulgaria has a PC available, and 27% are internet users. “Basically in the schools the students are provided with the possibility of using computers but this possibility is not always made use of due to different reasons, for example the lack of qualified teachers capable of computer based teaching,” is the conclusion stated in the report E-Bulgaria 2006.

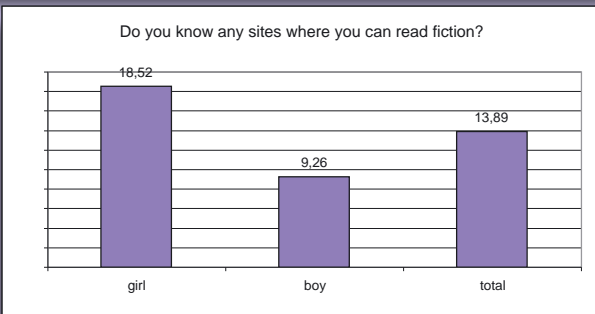
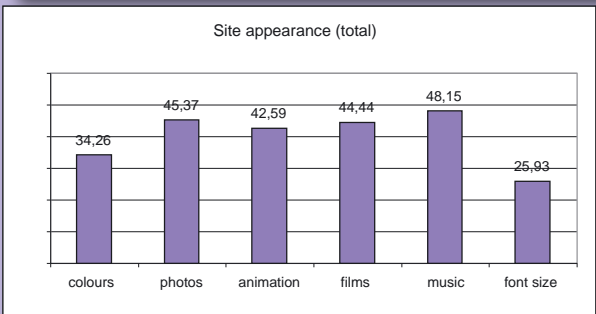
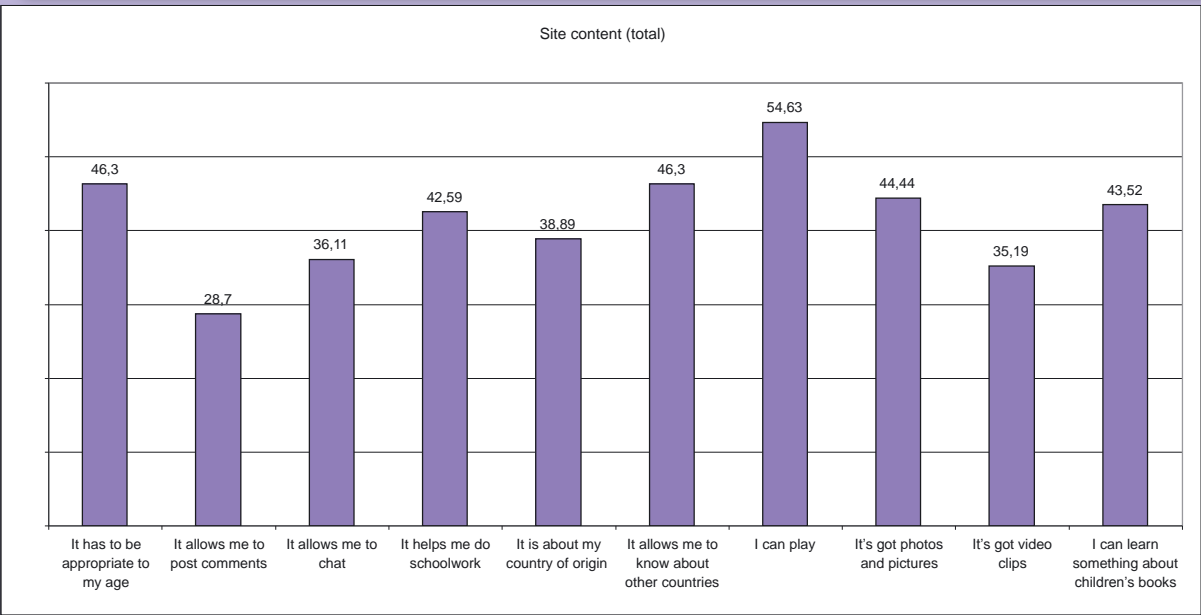
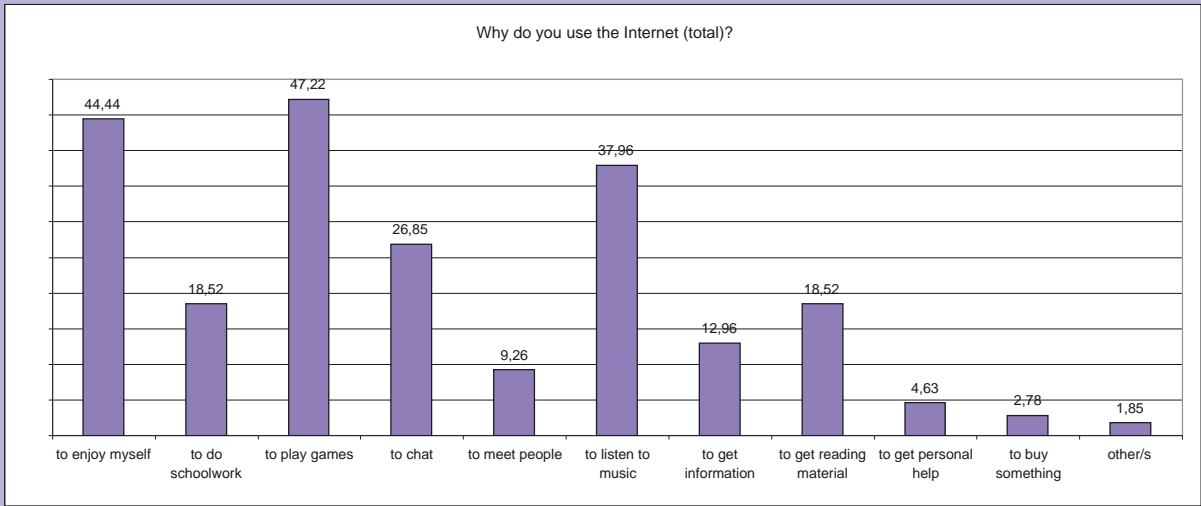
The survey’s conclusions are:

- Bulgarian is the mother tongue of 100% of the children interviewed.
- Bulgarian children get a comparatively early access to the internet: with the 8-10 year-olds, about 65% of girls and about 69% of boys surf the net. With the 12-14 year-olds, this percentage is 95% for girls and 86% for boys respectively.

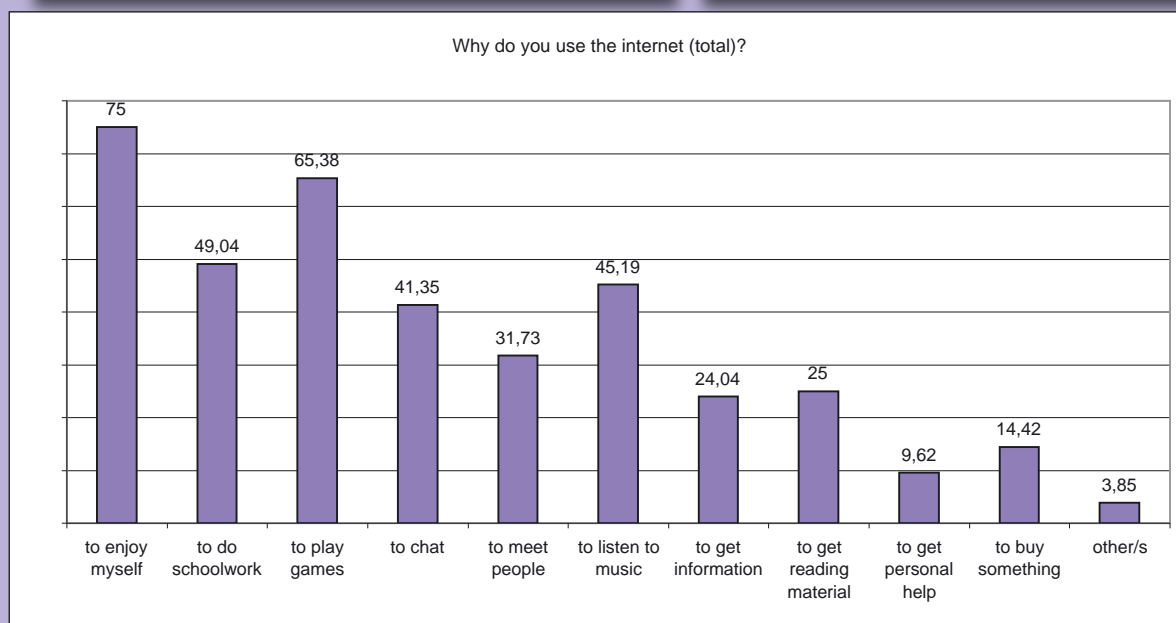
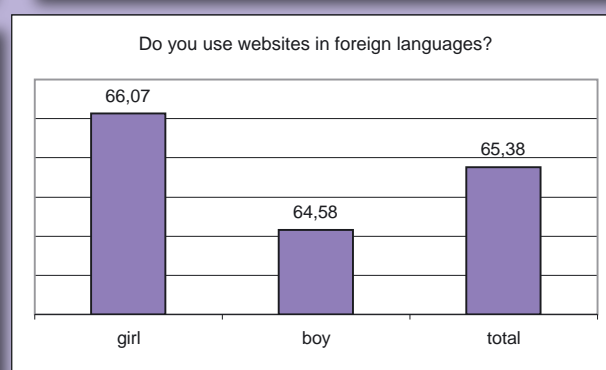
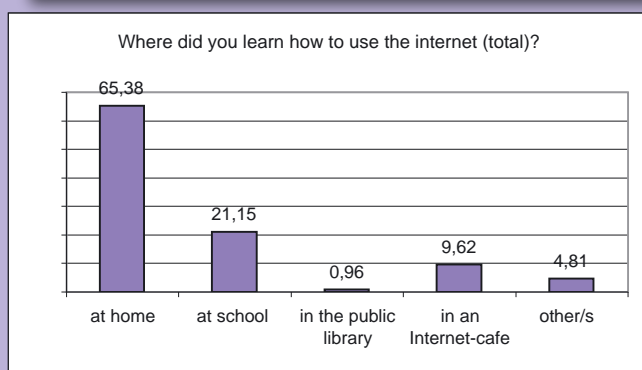
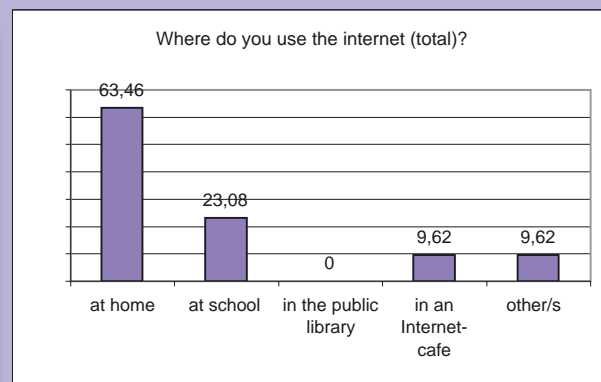
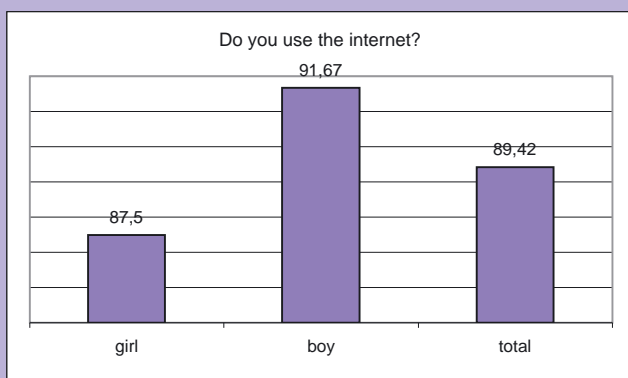
8-10 years

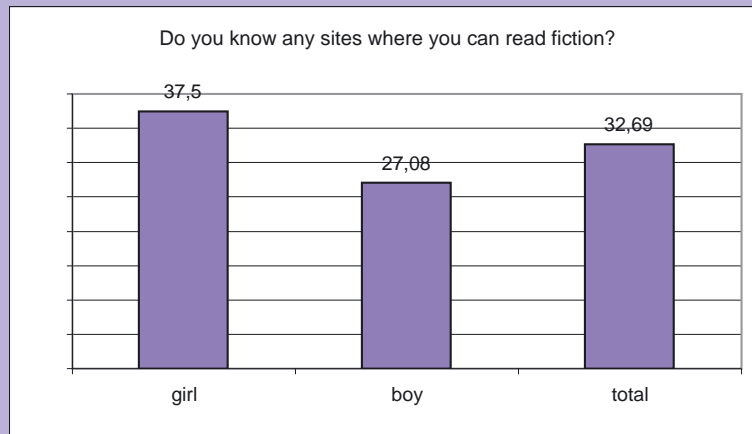
All results are %.





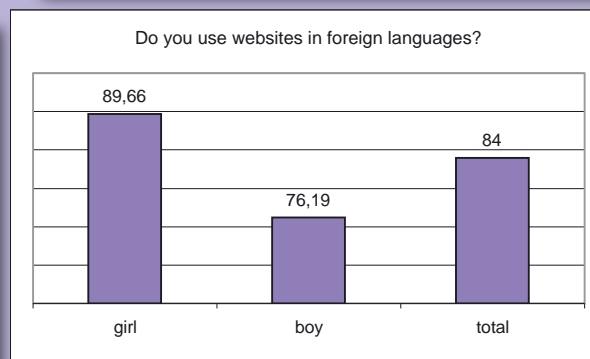
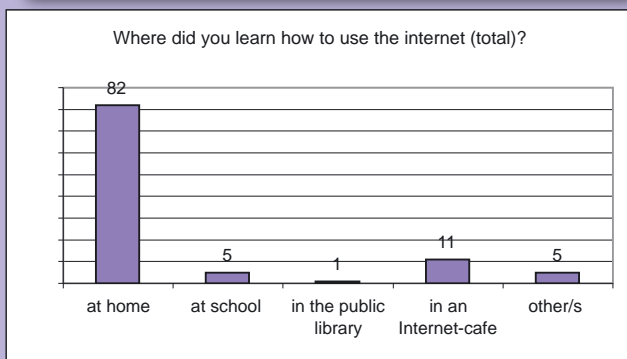
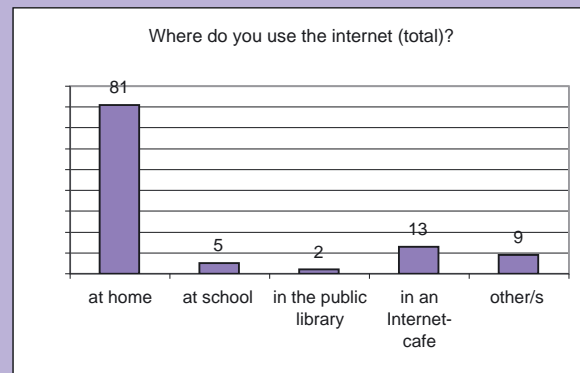
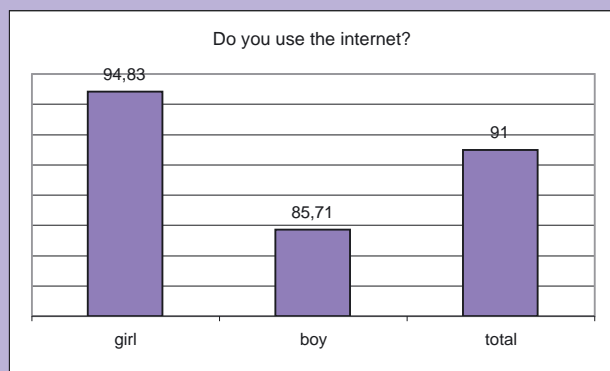
10-12 years

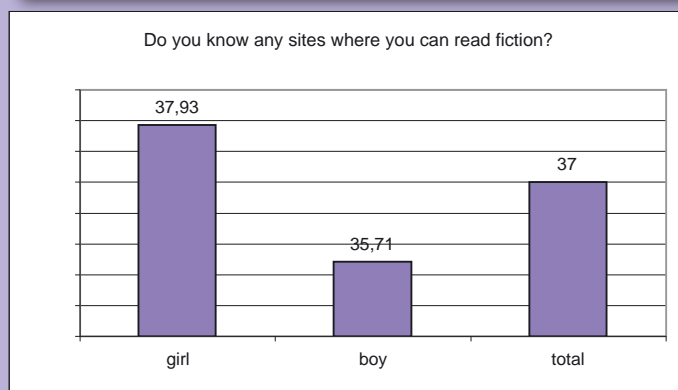
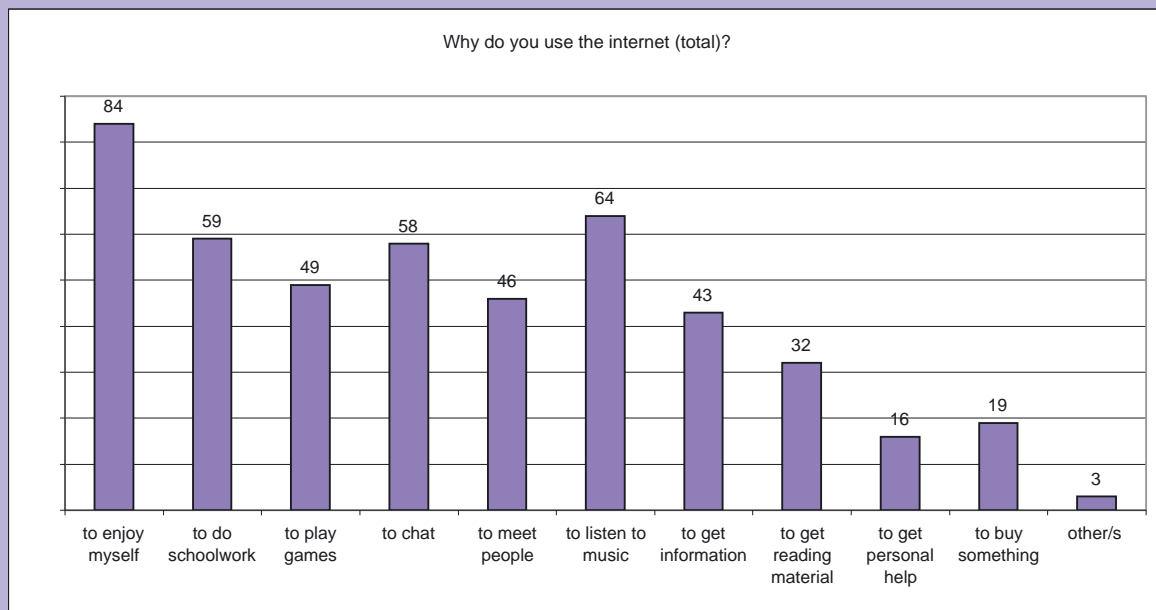




► Generally the internet is made use of at home. School ranks second as a place of internet access, followed by internet cafés and other places, e.g. in the homes of relatives. As an alternative to home and school, internet use in the library is mentioned first with the 12-14 year-olds, however only for a very small percentage - 3.45 of the girls in this age group.

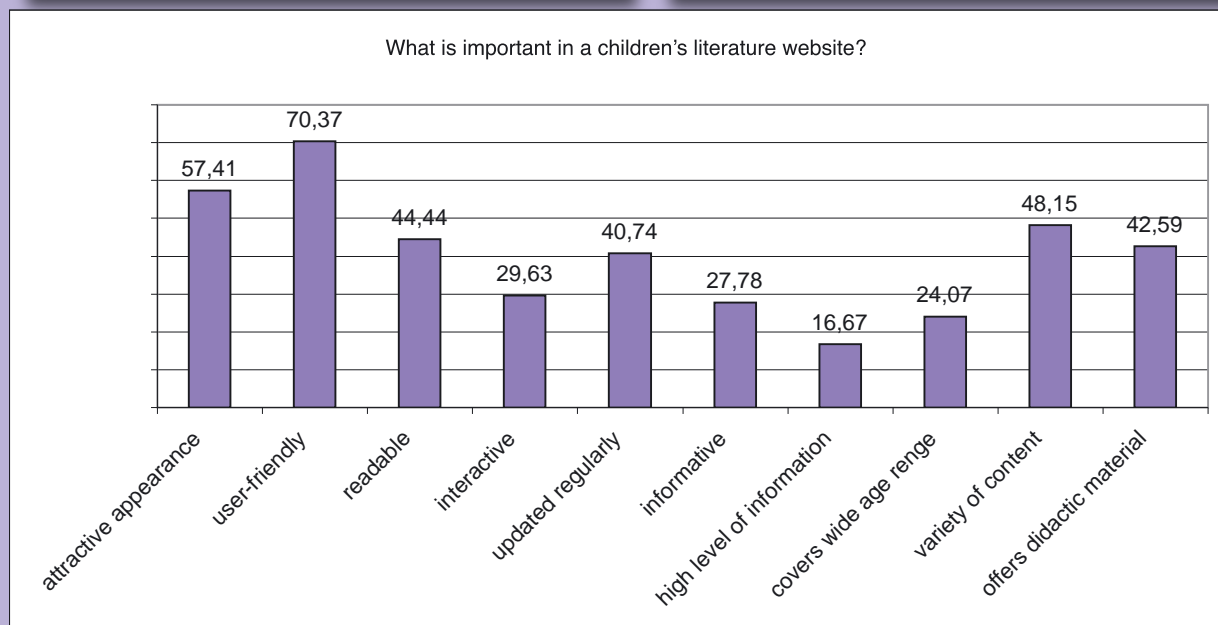
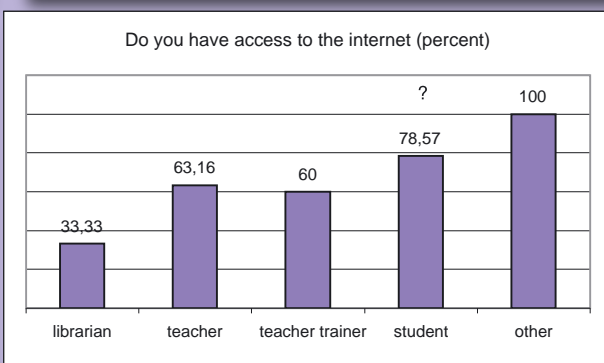
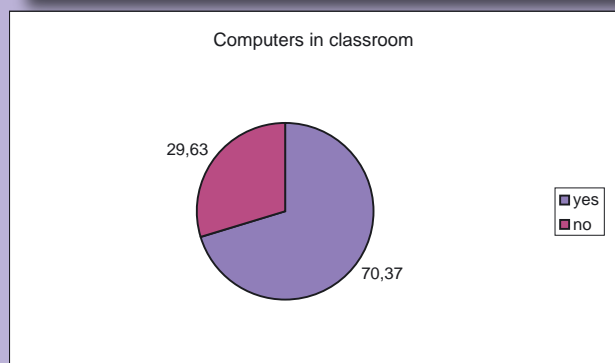
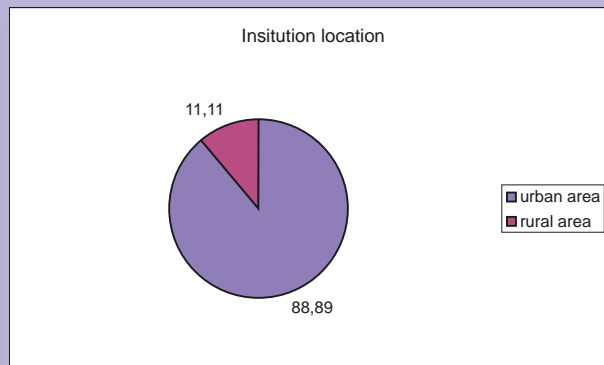
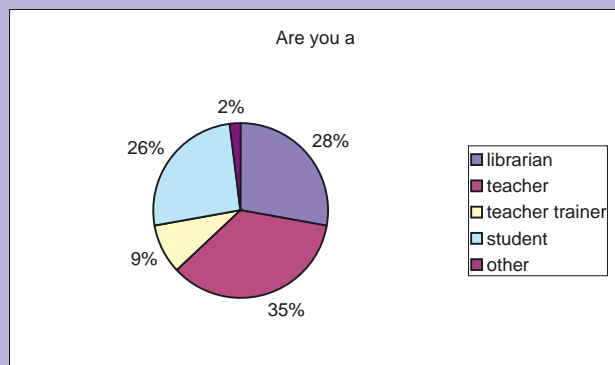
12-14 years

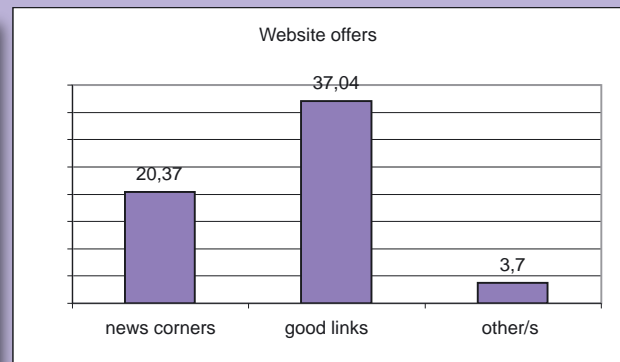
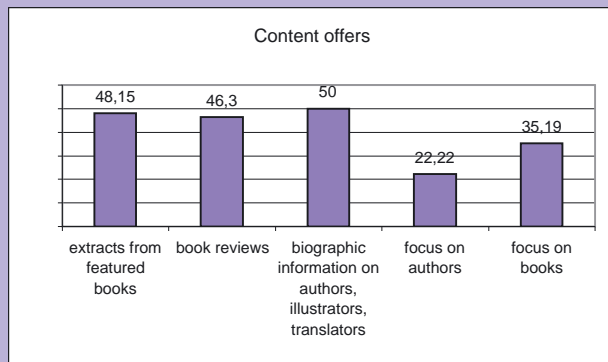




- Basically children learn how to use the internet at home or at school, and to a smaller degree at internet cafés. The library is not among the places for getting familiar with the internet.
- Between age groups the motives for internet usage are different. With 8-10 year-olds entertainment ranks first (44 %), then games (41% for the girls, 51% for the boys) and listening to music (35% for the girls, 41% for the boys). With 10-12 year-olds writing and homework preparation constitute the largest part of their activities (54% for the girls, 44% for the boys). The number of children using internet as an informational resource increases, as well as the number of children who resort to the net for reading materials. With the 12-14 year-olds entertainment still ranks first as a motive for accessing the internet with boys and girls alike but especially with girls internet-based homework preparation is already over 74%, and the search for reading materials exceeds 30% for both sexes.
- On the other hand, when evaluating a particular internet web-site, age is counter-proportional to the importance attached by children to it as a resource for homework-preparation, as well as a reading material resource. The age group 8-10 attaches the greatest importance to the latter possibility, whereas with the older age groups homework-preparation is replaced by other types of activities.
- About 30 % of the children in either age group (10-12 and 12-14) read fiction on the internet.

Educationalists





Some conclusions by the educationalists working with children.

In the survey the percentages of the different educationalists are: librarians – 27.78%, teachers – 35.19%, teacher trainers – 9.26%, university students – 25.93%.

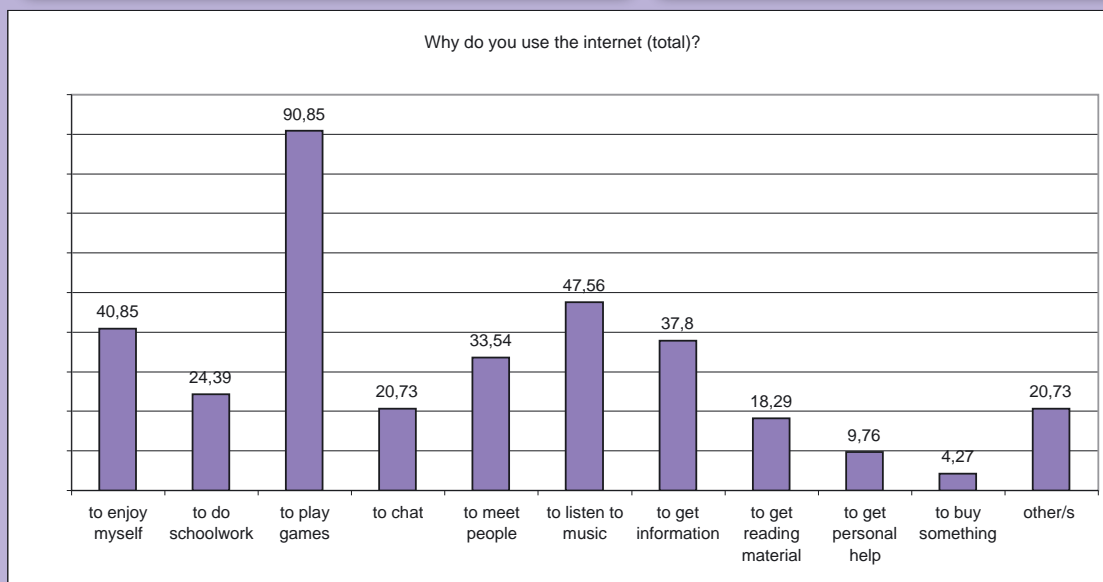
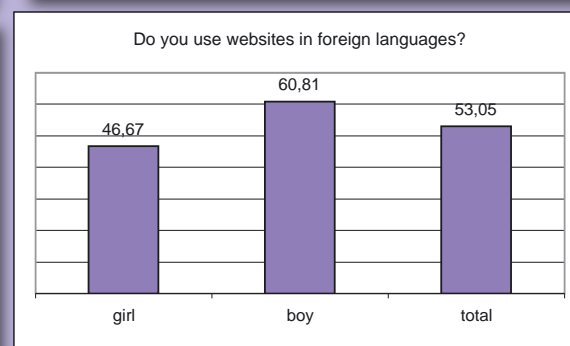
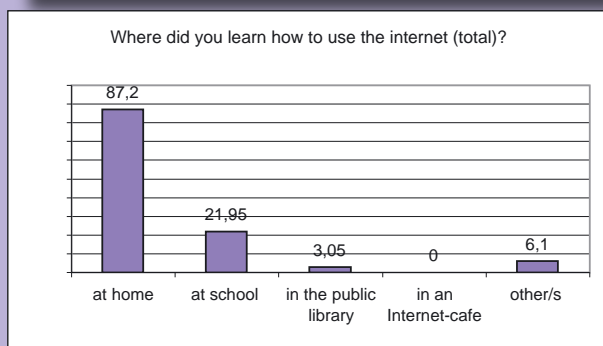
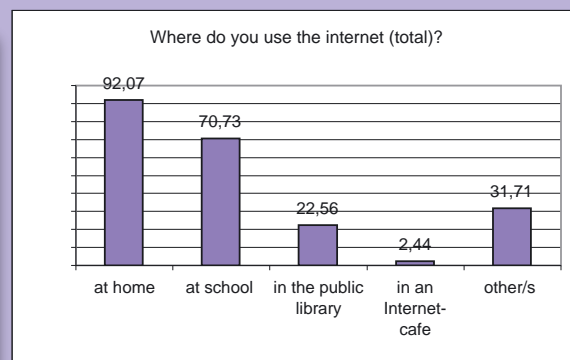
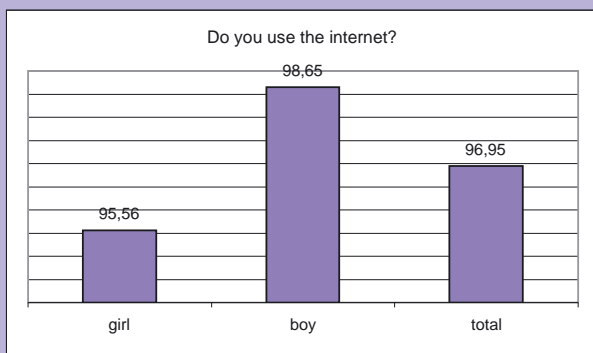
- Internet access is provided for all types of educationalists. Whereas only 11 % of teachers have internet access in the classroom, 86.87 % of librarians are supplied with internet access at their workplaces in the libraries and 57.14% of university students on institution premises. 100% of teacher trainers are provided for.
- 33.33% of the librarians state that the library they work at maintains a web-page providing children-literature related information; with teacher trainers and university students this percentage is 0%.
- As major criteria for the assessment of internet web pages for children, the educationalists have specified: attractive appearance, readability, interactivity, informativeness. The high level of information is not a defining criterion.
- Biographical information on authors is of most importance for the educationalists, available book-extracts rank second, followed by book reviews.

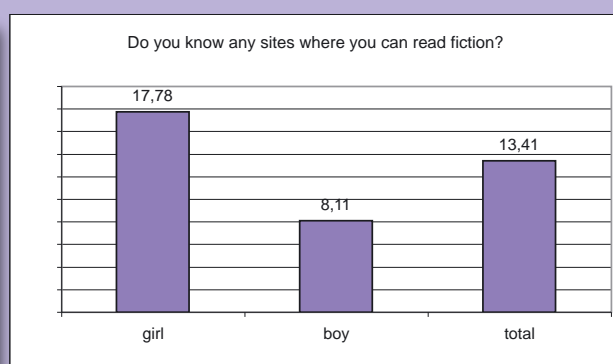
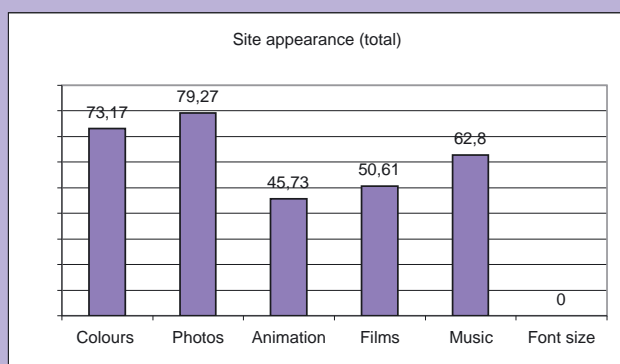
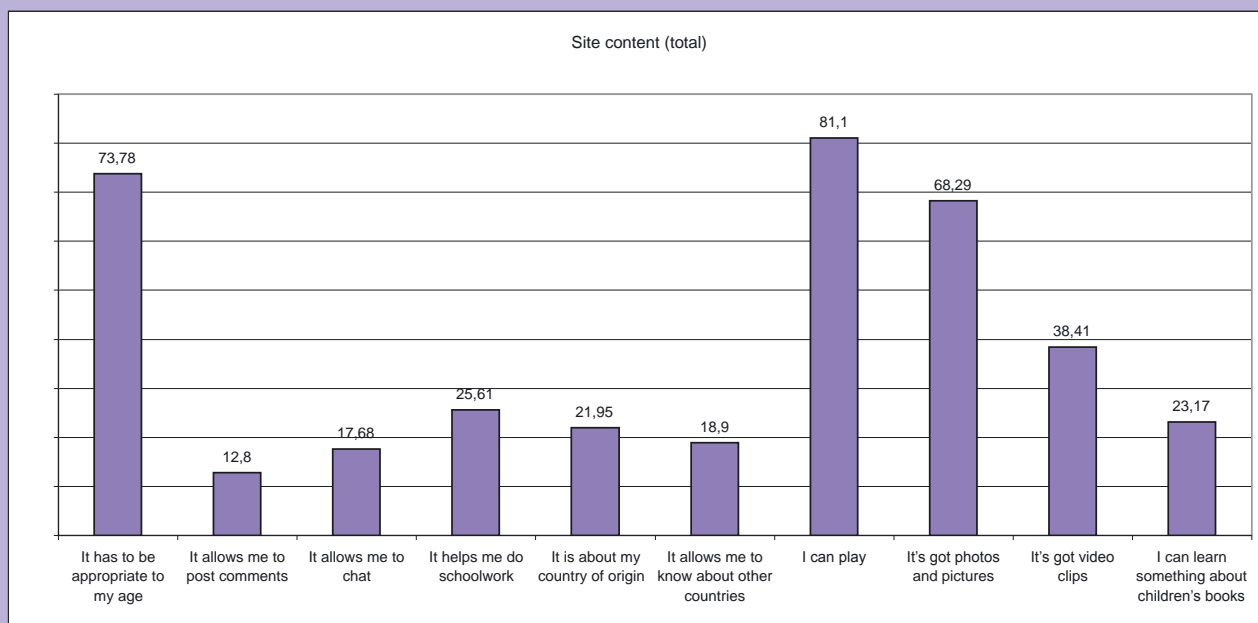


Children

8-10 years

All results are %.



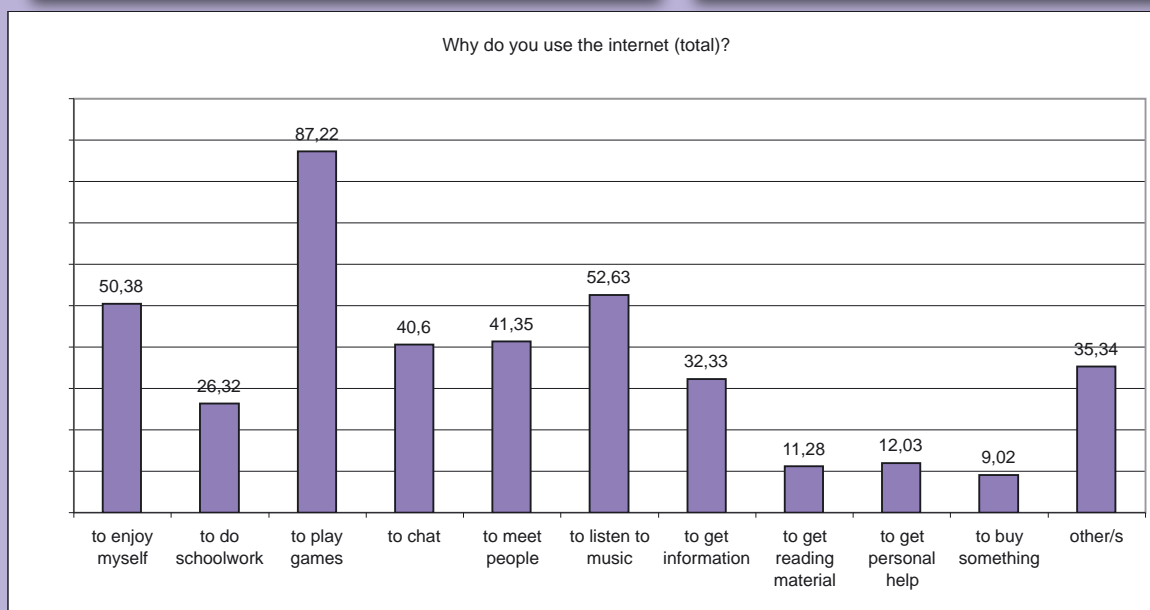
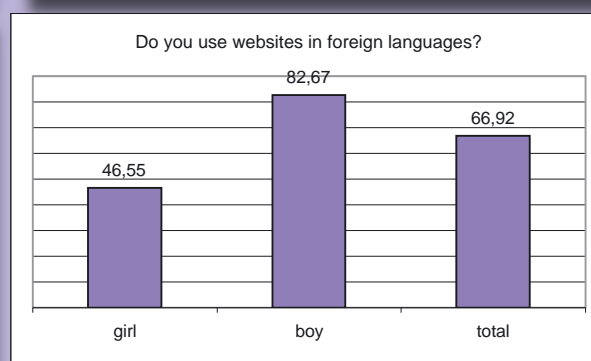
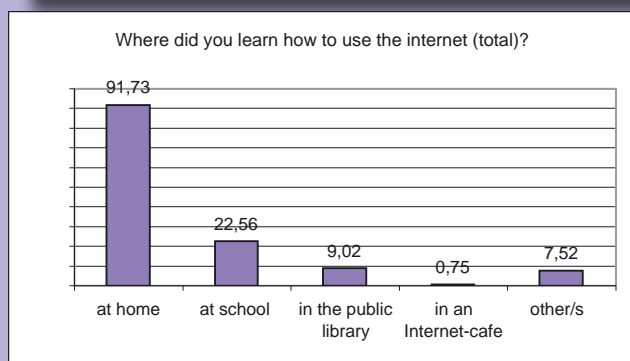
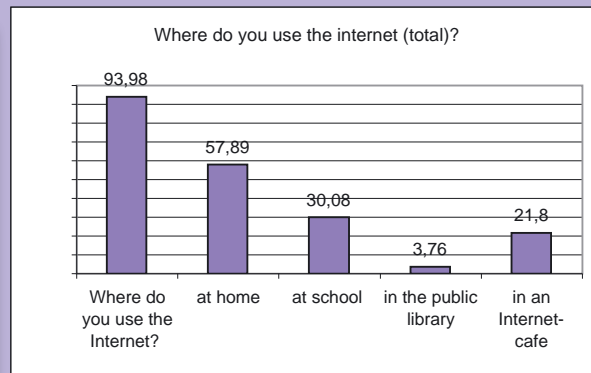
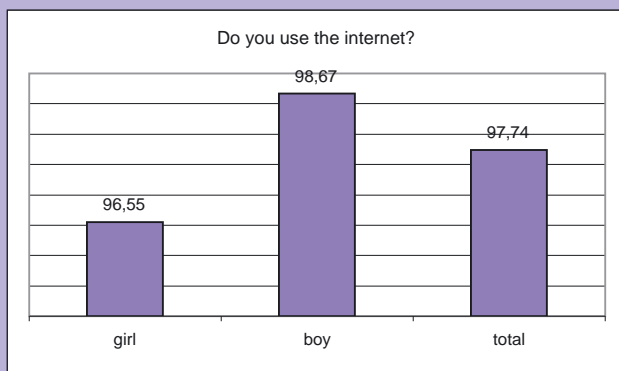


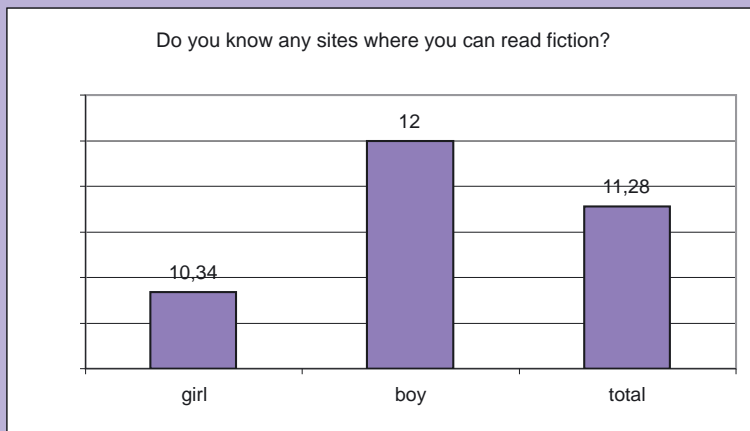
Most of the children used the internet at home and in school. They also received guidance in using the internet at school or from parents. The role of the library was not so important, although many children also used the internet in the library. All Finnish public libraries offer children free access to the internet. The role of friends seems to be essential, as most of the children also used the internet in the homes of their friends.

Most of the children said it was important that the web pages were suitable for their age group. The appearance of the web pages was important, most often they mentioned the menu and the colours. They also wanted web pages not to be fussy.

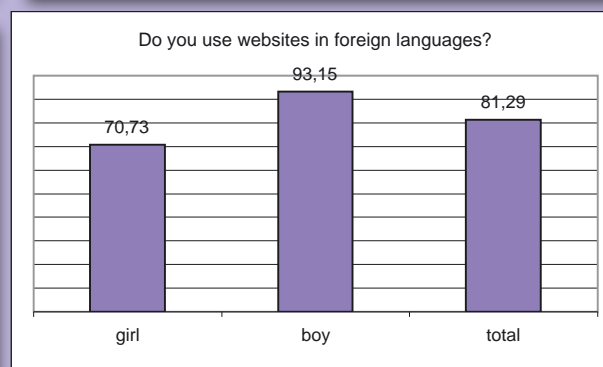
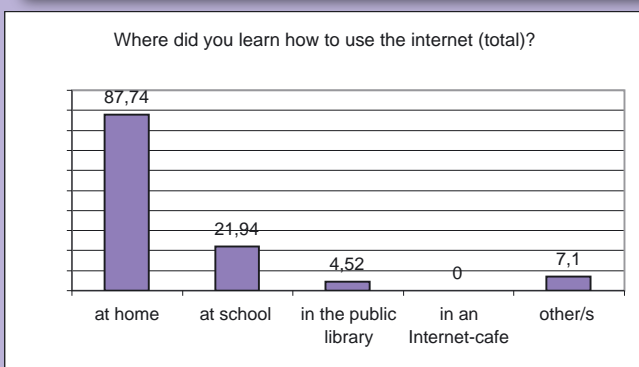
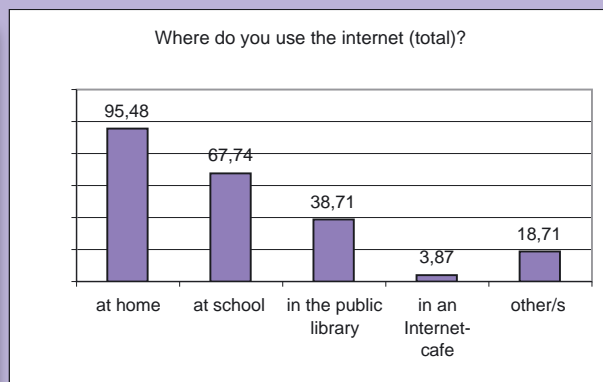
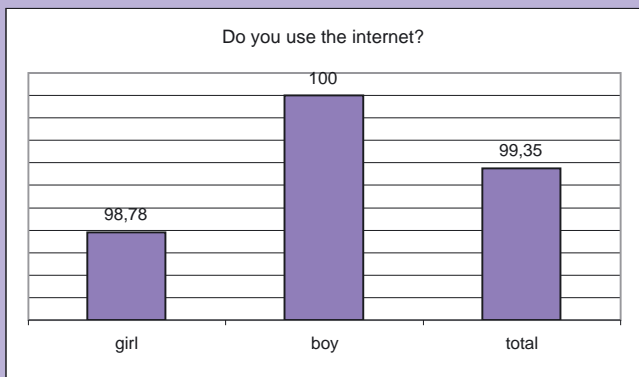
Most of the children used the internet to play, to chat, to meet friends and to listen to and download music. Very few children could name any web pages about literature.

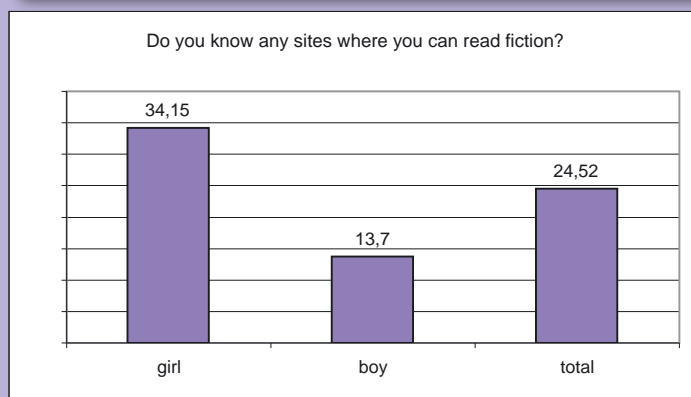
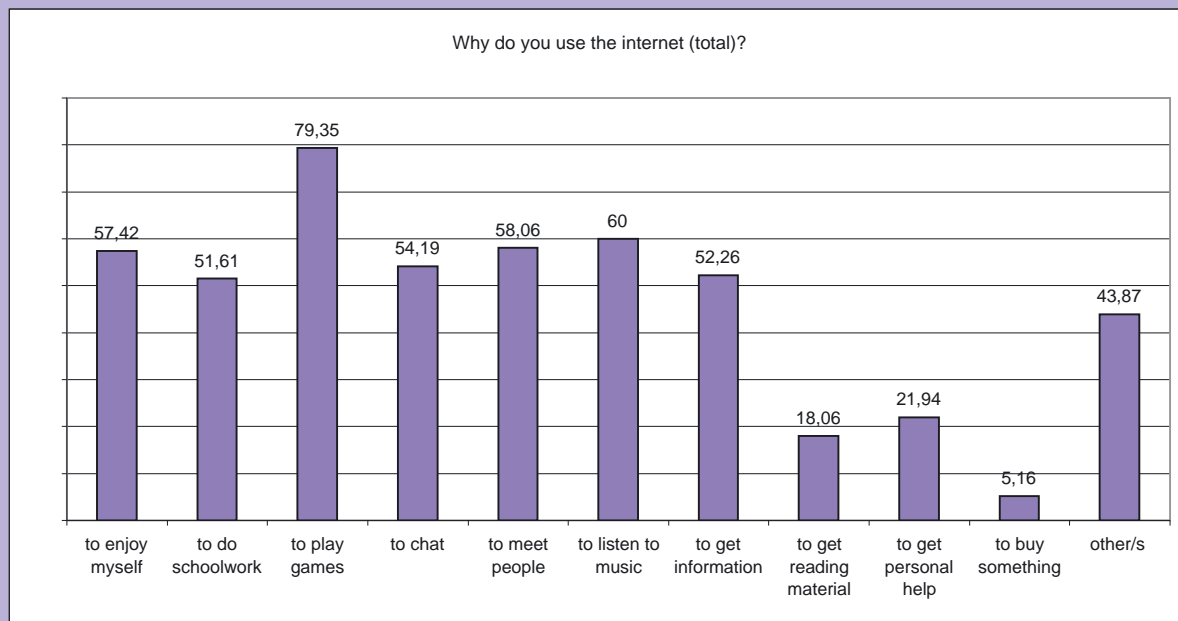
10-12 years





12-14 years





Educationalists

We did not receive many answers from educationalists. They do not often use web pages when they work with children's literature. Finland is a small country with its own language, so there is not much material on the internet about Finnish children's literature. Most web pages about children's literature are created by libraries and a few by editors and institutes. Teachers mentioned only a few children's literature web pages, so it is obvious that they seldom use them and are not so familiar with them.

Most Popular Web Pages

Among the most popular web pages with Finnish children were those with games. Many mentioned search engines such as Google. Web pages about pets and hobbies, pop music, movies and television were also popular. It was very important for the children to be able to communicate and read each others' comments.



Children

10-12

- ▶ Many girls answered but few boys.
- ▶ Of this group, 100% used internet, slightly more boys used it at home, more girls used it at school and both groups had alternative venues other than those on the questionnaire.
- ▶ Most learned to use the internet at home and at school, in the Documentation and Information Centre, few used websites in foreign languages.
- ▶ Both groups used the internet equally for their schoolwork, whereas more boys used it to play games and more girls used it to get information.
- ▶ Site appearance was very difficult to analyse but it would appear that girls prefer colour, animation and films, whereas boys prefer photos/music and are more concerned about font size on their web sites.
- ▶ Girls seem to like to be able to chat. Both like photos, few are interested in videos etc. Very few children knew of any sites where they could read fiction.

12-14

- ▶ This group was comprised of 60% girls and 40% boys, all of whom used the internet. There was no difference between girls and boys in the utilisation of the internet.
- ▶ They used the internet at home or at school in the Documentation and Information Centre, rarely at the library, never in a cyber-café.
- ▶ The main utilisation of the internet was for school work.
- ▶ 75% used the internet to enjoy themselves and to play games. More girls than boys used it for schoolwork and about 80% of both groups used it to play games. However, more girls used it to get information. Not many used it to buy something.
- ▶ Boys appear to be more concerned with animation and films in the design of web sites and girls more concerned with photos. Both appreciate colours.
- ▶ Girls and boys use the internet for help with schoolwork. Perhaps girls chat and boys prefer video. Both play games.
- ▶ Nobody knows of any sites where they could read fiction.

Educationalists

The majority of people who responded to the questionnaire were teacher-documentalists who worked in secondary schools. There were very few librarians and no students.

Librarians use the internet to consult sites of publishers and to order books, but few children use the internet in the library.

Teacher-documentalists use the internet to prepare thematic bibliographies and selections of books for pupils, to prepare pedagogic papers for teachers on classical or contemporary subjects, and also to read research articles.

They also use the internet with pupils to carry out research.



The Survey was carried out in a library, a primary school, a school for children with special needs, several elementary schools and the University of Cologne. Teachers, university teachers, librarians and students answered the questionnaires. For educationalists: 89% of the answers were given by teachers, 7% by students, and about 4% by librarians. The teachers were from rural areas - no teachers or librarians were interviewed from large cities.

8-10 years

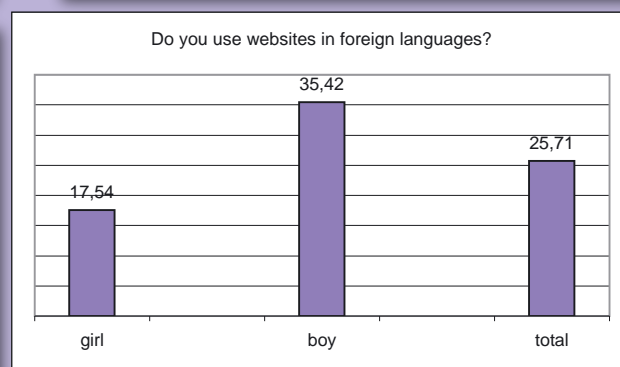
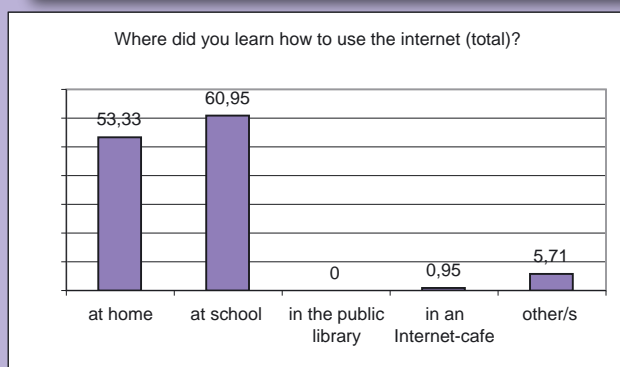
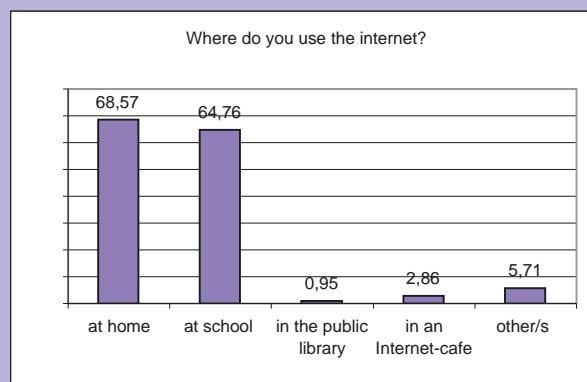
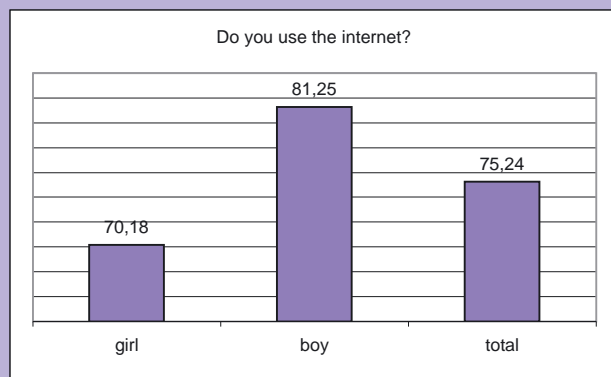
In this age group 64% of the children interviewed have access to the internet in school and 68% have access to the internet at home. Only 0.95% of all children interviewed use the internet in libraries. 60% have learned how to use the internet in school, whilst 53 % said that they learned how to use the internet at home. The total exceeds 100 % because some children have learned how to use the internet both in school and at home.

Most of the children in this age group use the internet to find information (48%) and to play (39%). 14% said that they look on the internet for reading material. There are quite important differences between the girls and boys interviewed. For example, 18.75 % of the boys would like to meet people through internet, whilst only 7% of the girls feel the same.

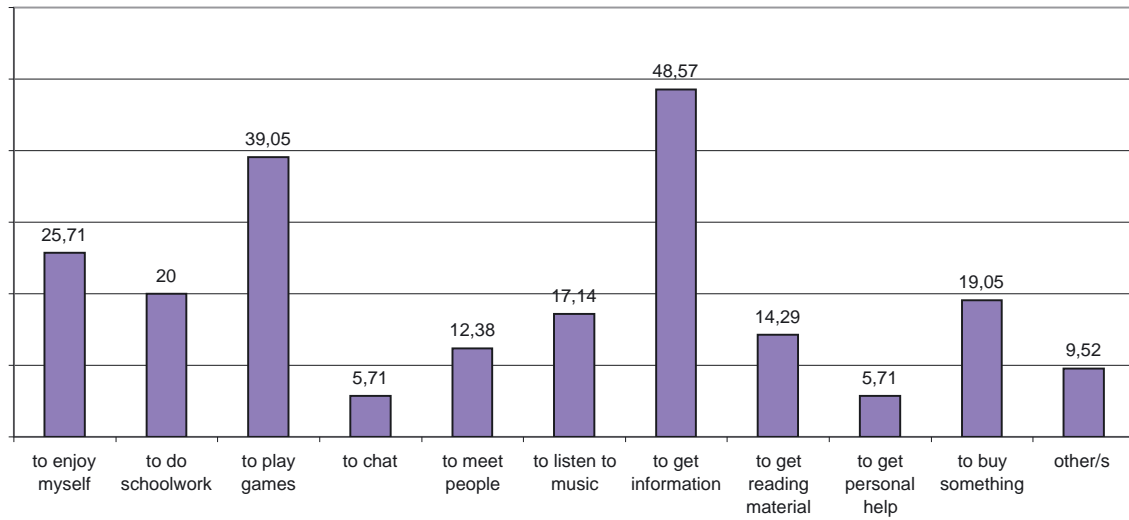
Concerning the design and the content of the websites, the most important things for this age group are photos (62%); age suitability (70 %); websites in foreign languages (25.71%); and websites where they can read books (19%).

Quoted are the following websites: www.antolin.de, www.blindekuh.de, www.grimme-online-award.de, www.die-maus.de
<http://www.tivi.de/fernsehen/loewenzahn>

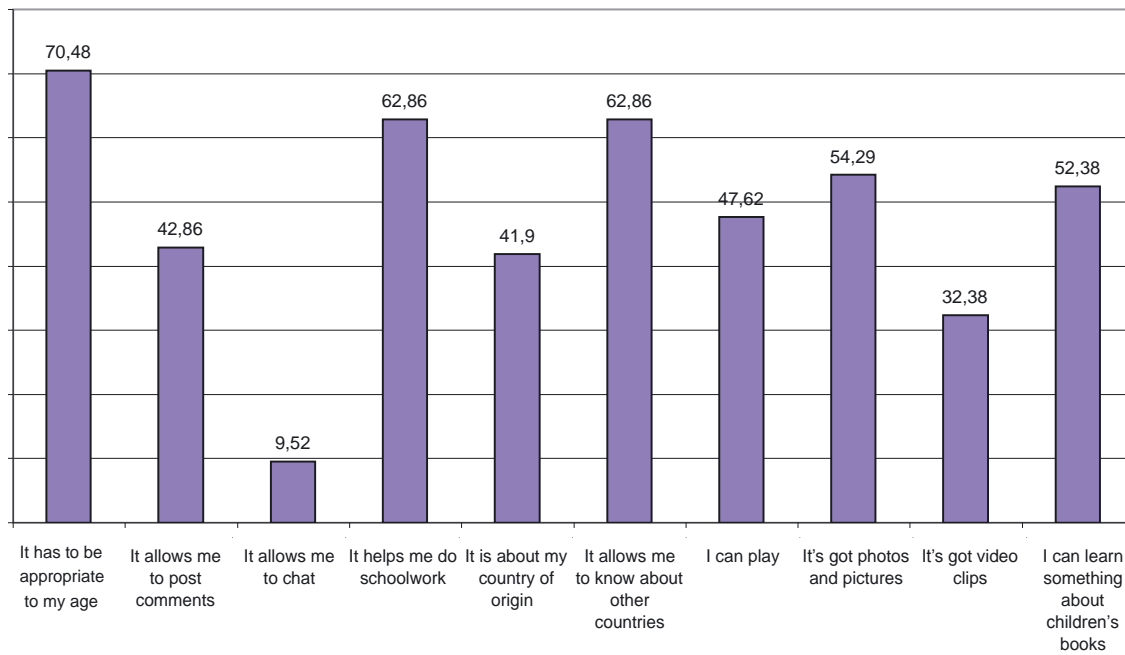
All results are %.

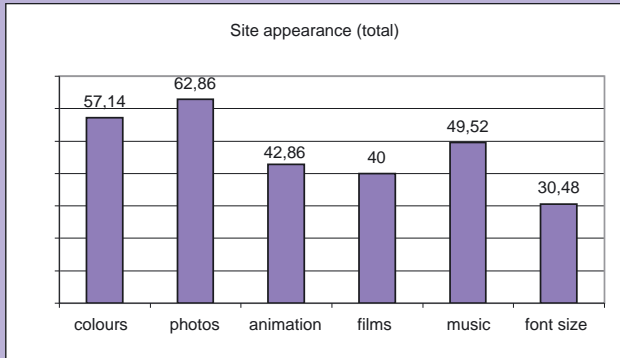


Why do you use the internet?



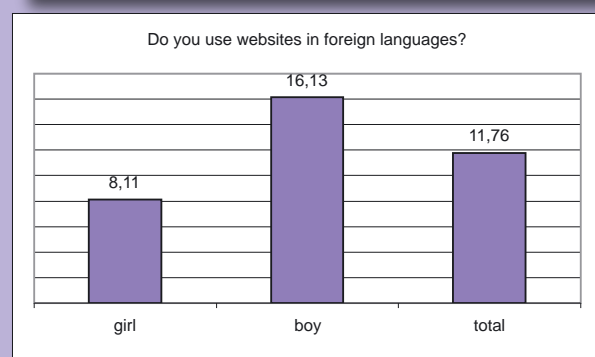
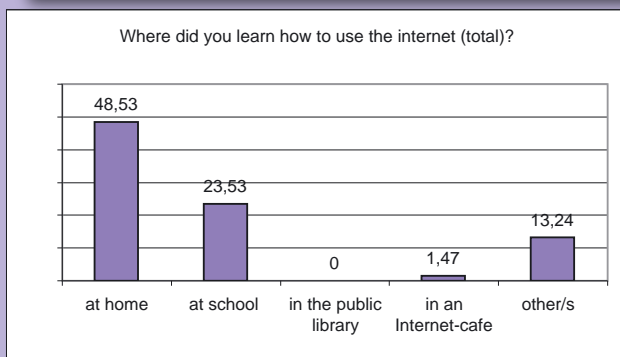
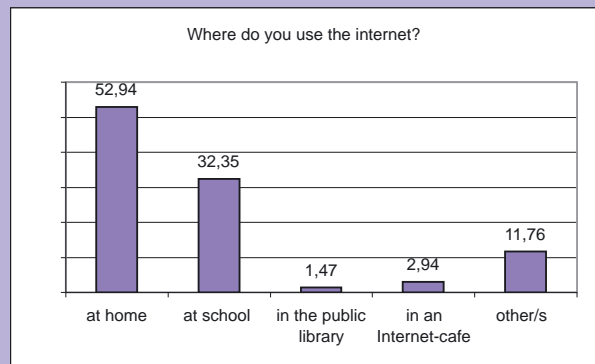
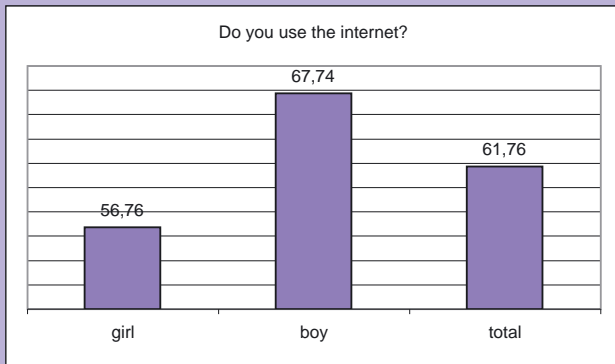
Site content (total)

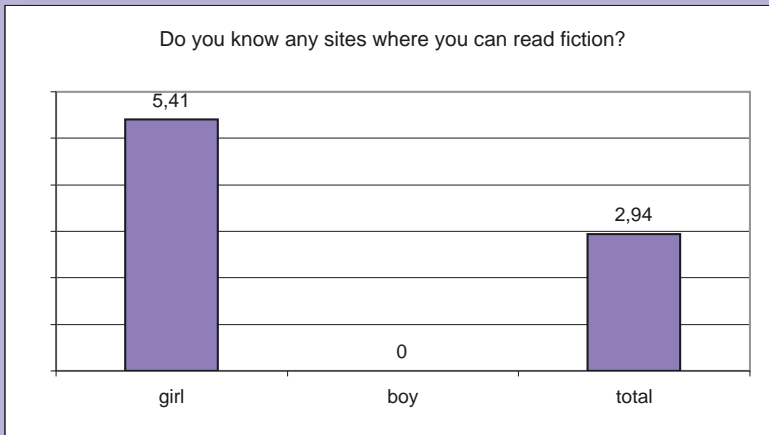
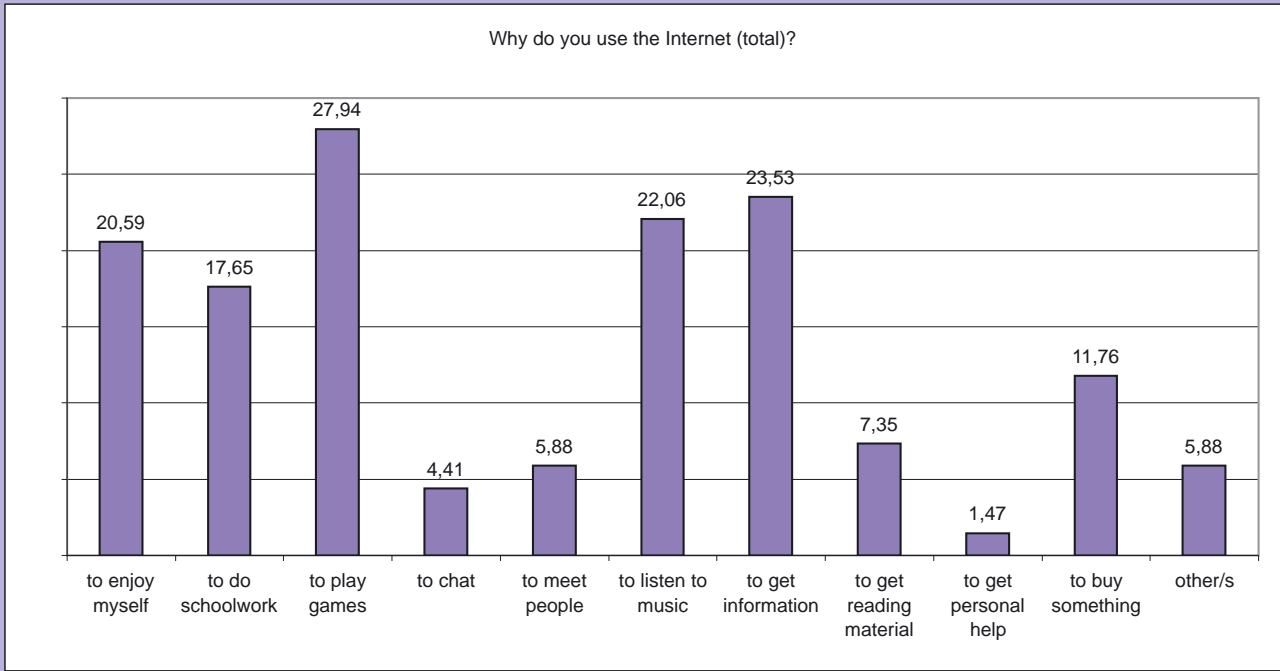




10-12 years

52.9% of the children interviewed in this age group have access to the internet at home; 32.3% use the internet in school; only 1.47% of the interviewed children use the internet in libraries. 48.53% have learned how to use the internet at home, 23.53% have learned how to use the internet at school, and none of the children interviewed mentioned libraries in this context.





41.9% of the boys interviewed in this age group use the internet to play games, as opposed to only 16.2% of the girls. A big difference between the boys and girls interviewed relates to meeting people through the internet: 10.8 % of the girls in this age group answered that they use the internet to find new friends, whilst none of the boys quoted this use. Also whilst 10.8% of the girls in this age group use the internet for reading material, only 3% the boys do the same.

Animation on the websites is particularly important for this age group (40%); boys are much more interested in animation than girls. Photos and films are for this age group far more important than the menu or the font size. 16% of the boys and 8 % of the girls visit websites in foreign languages.

About 14% of the children interviewed use the internet in order to learn something about children's books, although they don't mention specific books. Only about 5 % of this age group know websites where they can read books. For 27.94% of the respondents in this age group it is important that websites are suitable for their age, similar percentage rates games on websites as being important (26.77%).

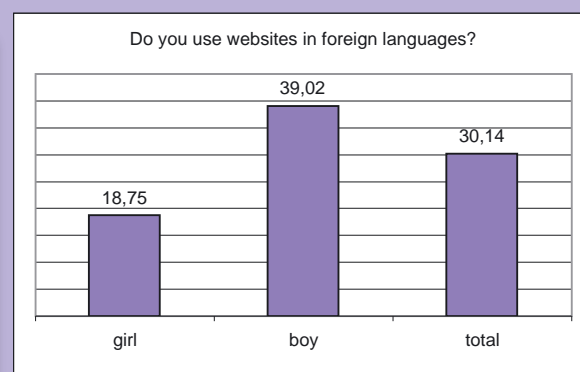
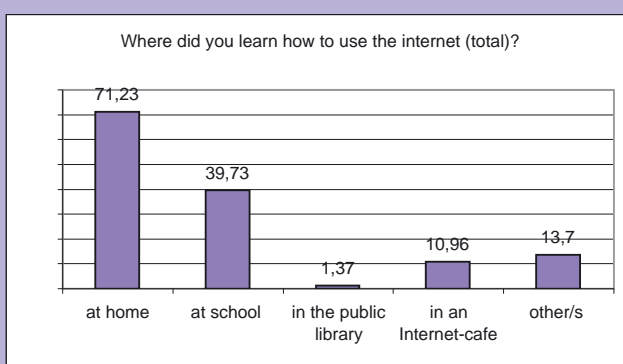
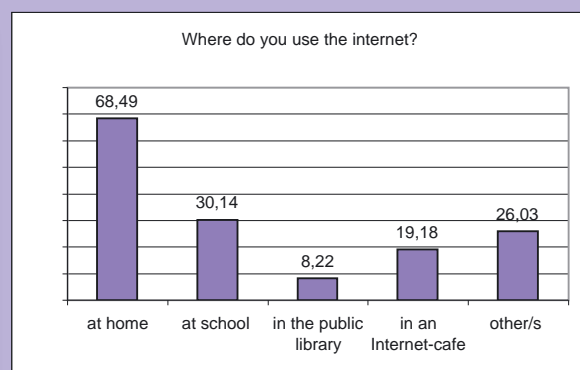
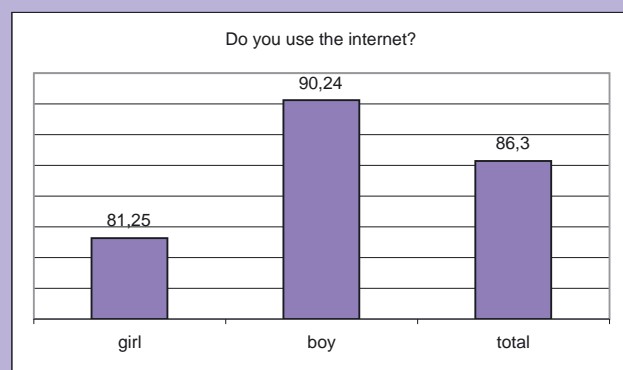
12 -14 years

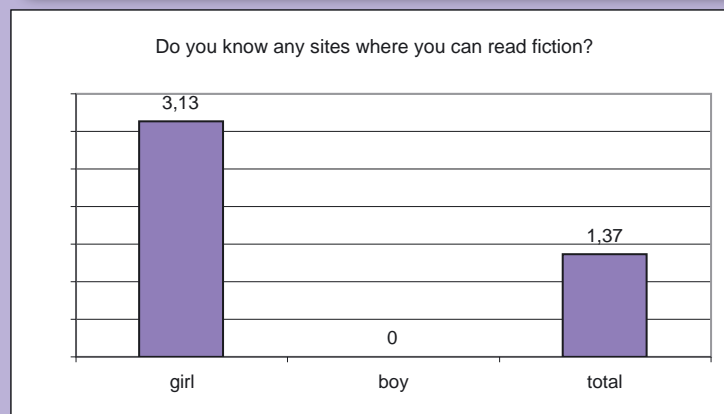
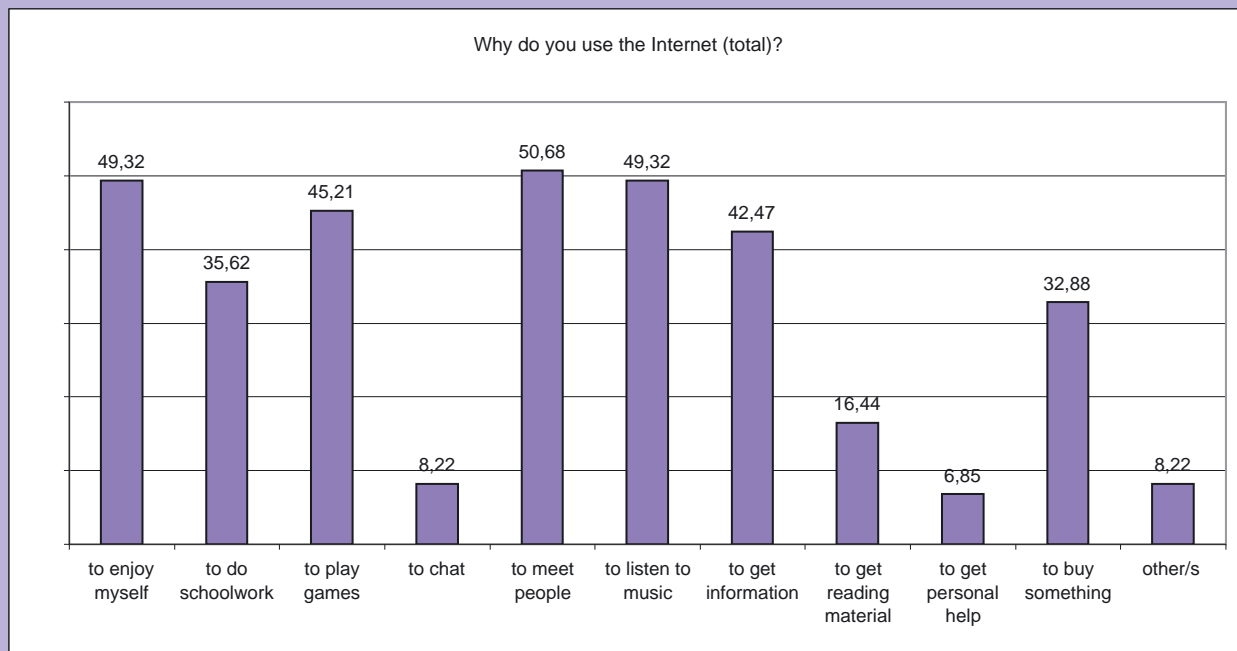
66.49% of the pupils interviewed in this age group have access to the internet at home, 30.14% have access to the internet in school and 8.22% use the internet in a library.

71% of the children interviewed have learned how to use the internet at home and 39% have learned at school, but in this age group there are 1.3% of children who indicated that they have learned how to use the internet in a library.

68% of the boys interviewed use the internet to play games; 60.1% use it just for fun, and 58% use it to listen to music. 50 - 51% of both boys and girls use the internet to get to know people, more than the two previous age groups, and 9.38% of the girls and 21.95% of the boys in this age group look for reading material on the internet.

Half of the interviewees in this age group use the internet to meet people. There is a significant difference between the sexes concerning shopping on the internet: 49% of the boys and 12.5% of the girls use the internet to buy something. According to the survey, young people in this age group prefer websites containing photos, music and films, and a very few pupils know websites where they can read books.



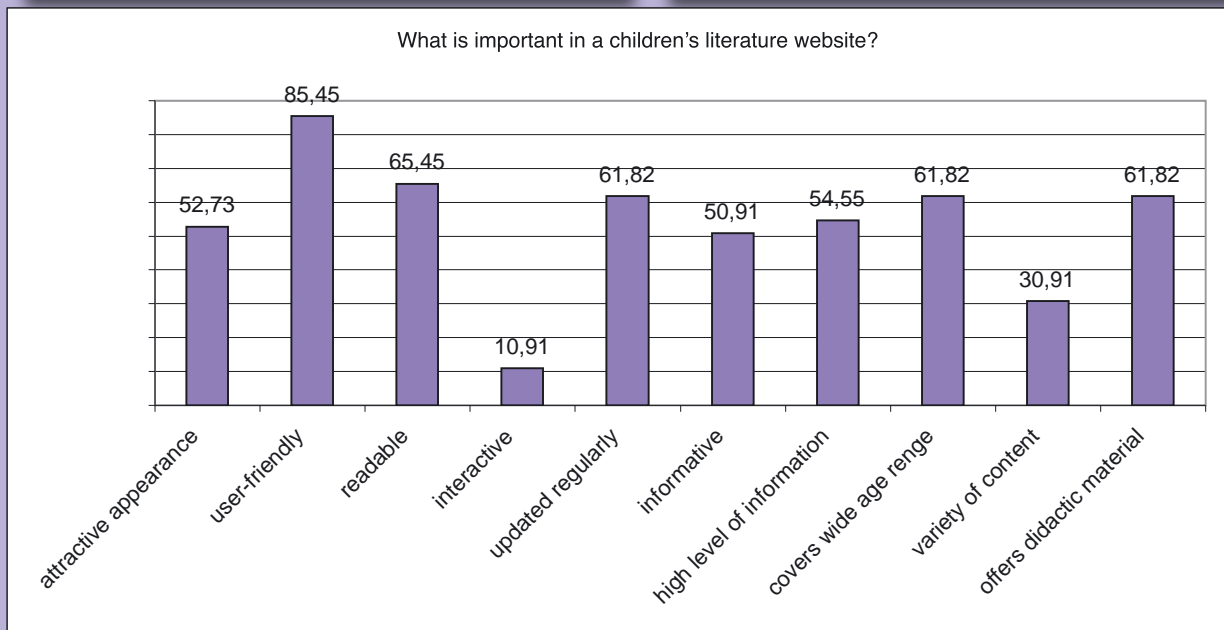
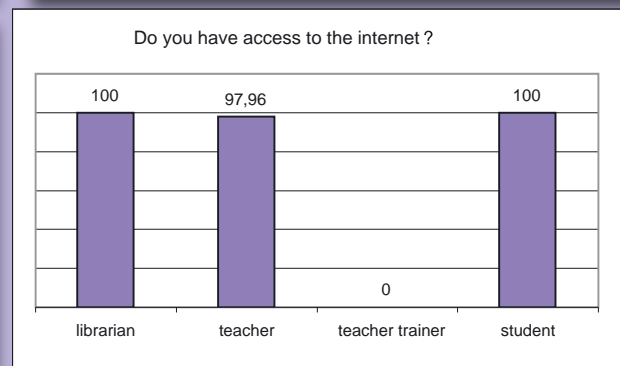
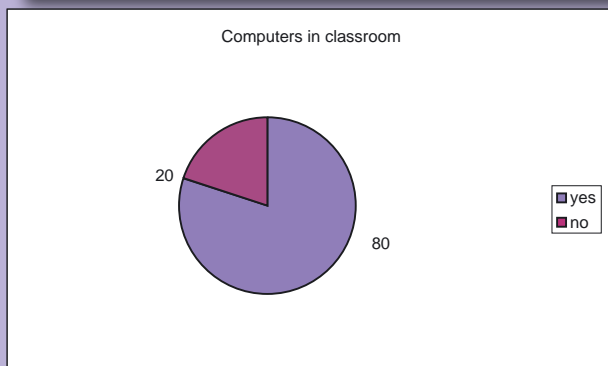
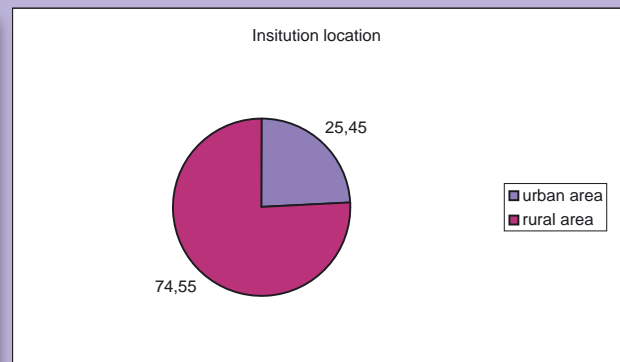
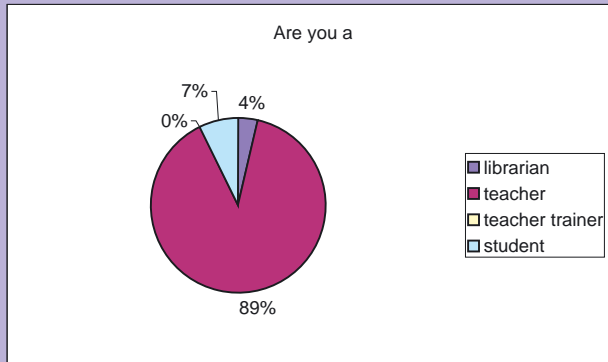


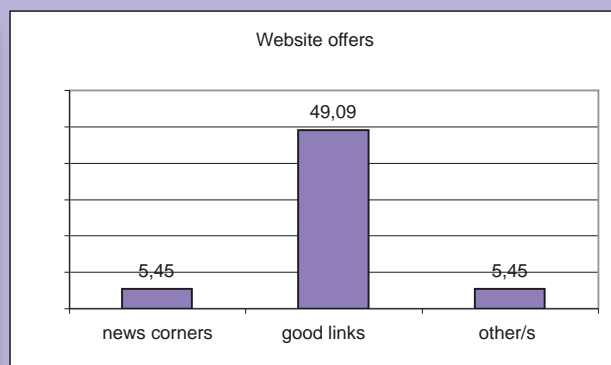
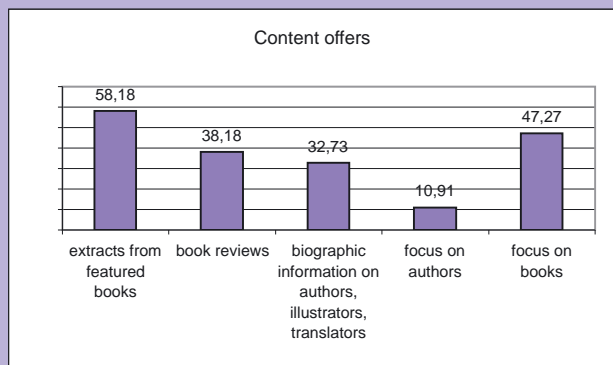
Educationalists

100% of the interviewed librarians and 97.96% of the interviewed teachers have access to the internet. 77% of teachers have computers in the school, whilst 40% of them have internet access in the classroom.

Very few teachers are familiar with websites dealing with children's and youth literature. Mainly the websites www.antolin.de, www.blindekuh.de were quoted.

For 83% of the educators, the user-friendliness of a website is most important. Good links are also important criteria for 49% of the respondents. They feel that attractive design is less important than good content.





65% of the interviewed teachers use the internet to look for teaching material. 55% of the interviewees look for book extracts, and they prefer websites that focus on books rather than on authors.

About 75% of all interviewees think that the children's literature websites they use contain intercultural elements which are presented in a non-stereotypical way.

Conclusions

Very few of the people working in schools, where the role of the new media is getting more and more important, know websites that focus on children's literature.

The internet is often used by teachers simply to find teaching materials and suggestions for lessons.

In the classroom the internet is used for individual research in order to learn to work independently with specific teaching content, or to deepen acquired knowledge.

Although there are websites dealing with literature for children and young people very few offer full texts.

The survey was conducted among school children, teachers, university teachers, librarians and students on the island of Rhodes

8-10 years

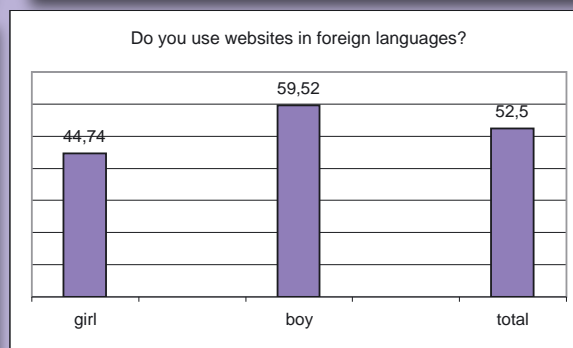
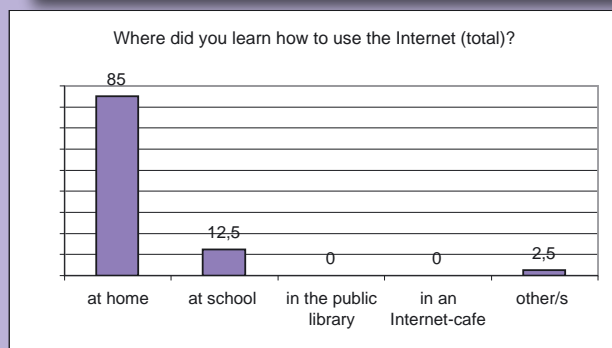
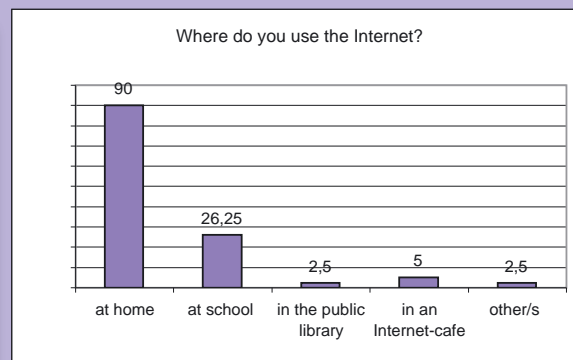
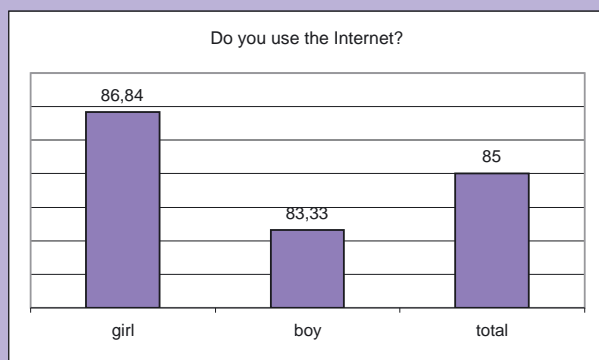
Judging from these results, children in Greece have access to the internet at an early age.

85% of the children interviewed in the first age group use the internet. 90% have access to the internet at home. 26.25% have access to the internet at school. 5% of the children visit internet cafés, whilst only 2.5% have access to the internet in public libraries. The majority of the children interviewed learned how to use the internet at home (85 %); 12.5% of them learned how to use it at school but none in libraries.

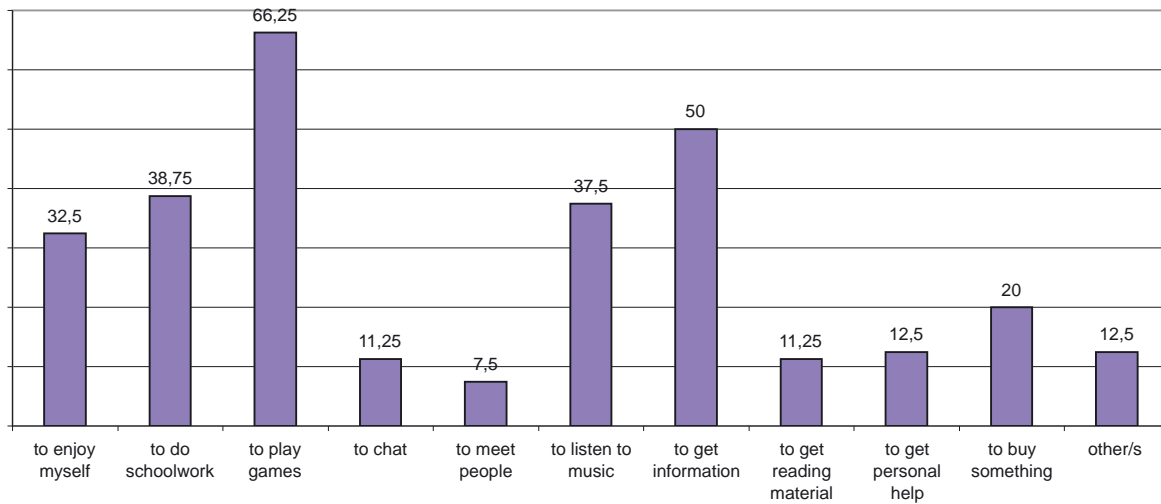
52.5% of the children visit websites in foreign languages. In this age group a large number of children had German as their mother tongue. These children, as well as many of the children with Greek as their mother tongue, use websites in foreign languages (mainly German and English). It's worth pointing out that about 15% more boys visit websites in foreign languages than girls. The children in this age group use the internet mainly to play games (66.25 %), followed by 'to get information' (50%) and 'to do my schoolwork' (38.75%).

Concerning the appearance of the websites, photos (67.5%), animation (63.75%), music (60%), and colours (56.25%), are the most important criteria for the children interviewed in this age group. As for the content of websites, the most important aspect for the children in this age group is the possibility to play games (83.75 %), after that come preferences such as 'it helps me to do my homework' (66.25%), 'helps me keep in contact with my country of origin' (61.25%), 'helps me to learn something about other countries' (60%), 'it allows me to post comments' (60%).

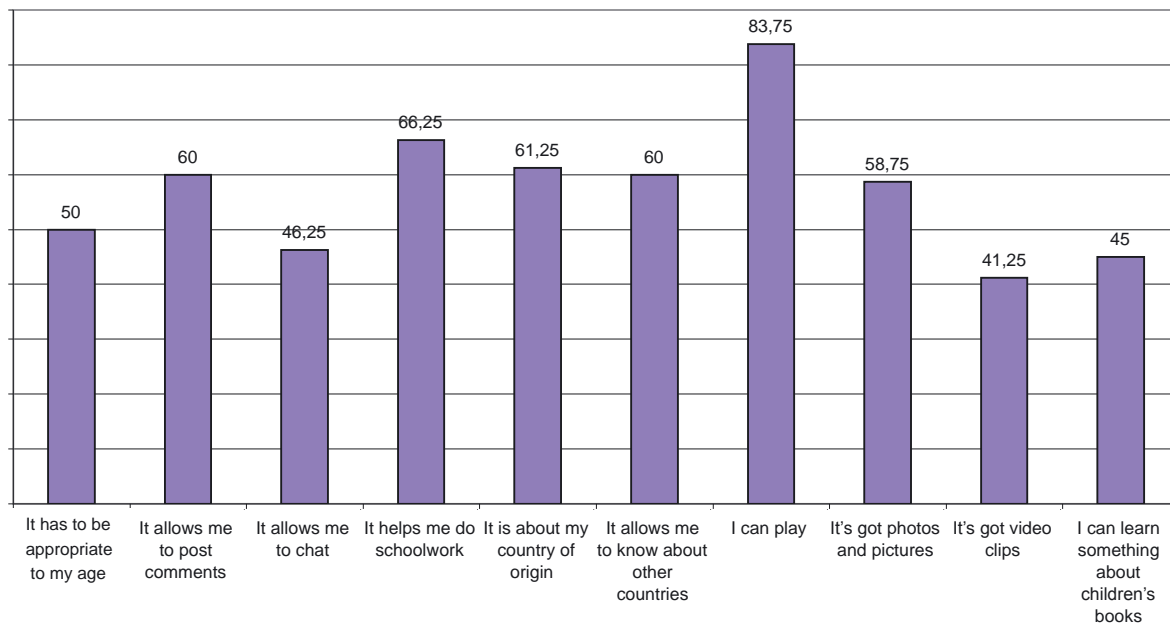
All results are %.

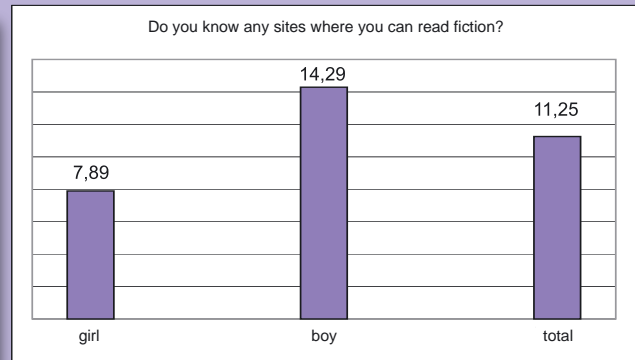
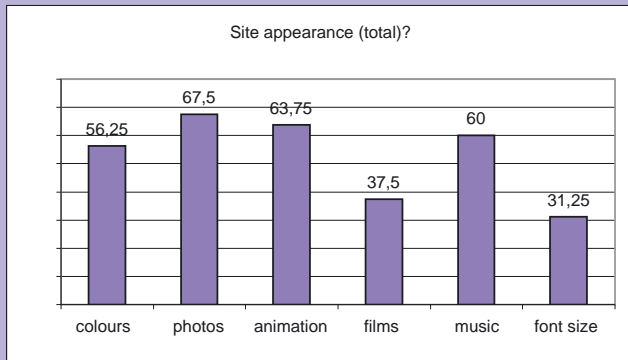


Why do you use the Internet (total)?



Site content (total)?

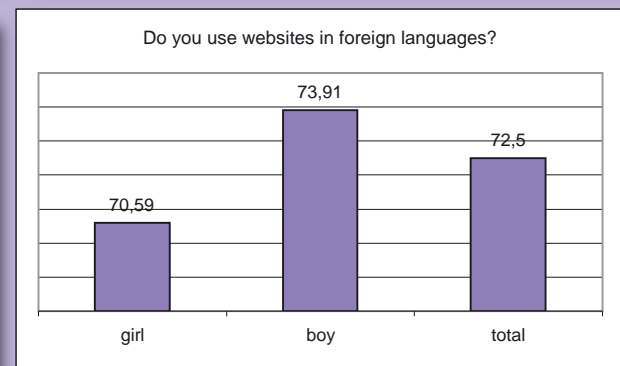
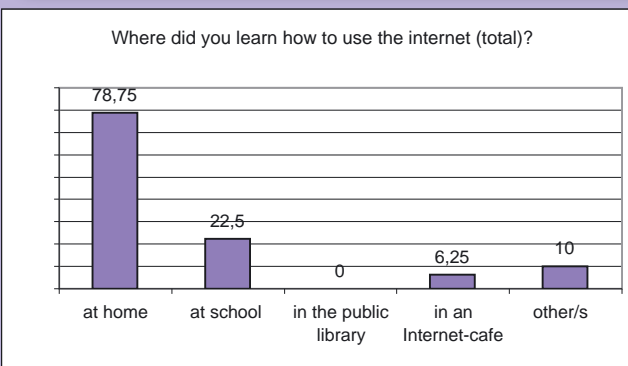
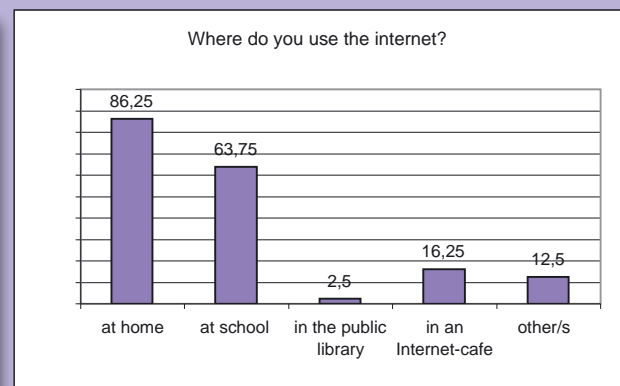
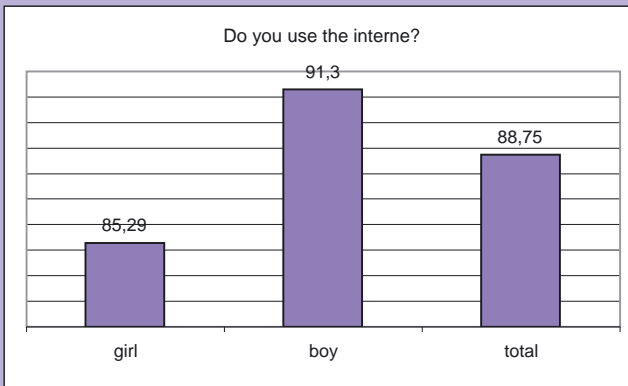


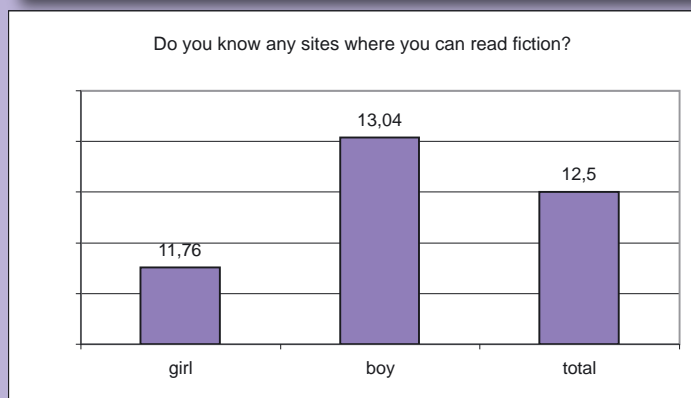
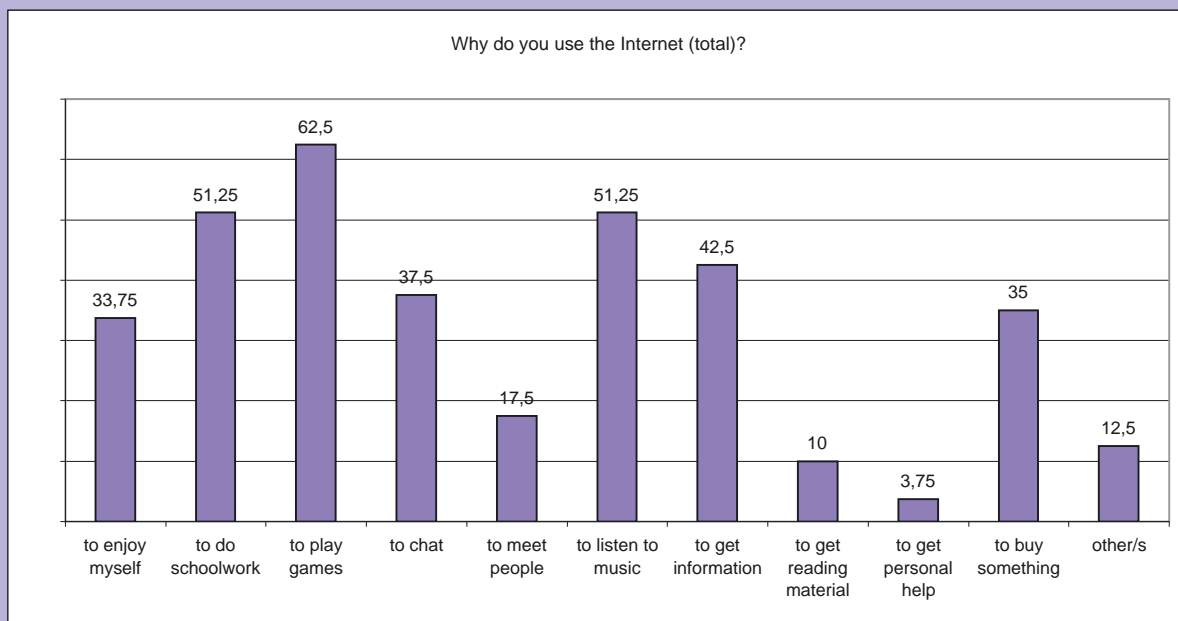


For Greek children it is also very important that a website has photos and pictures, that it is suitable for their age, and that they can express their opinions.

45% of the interviewed children in this age group know websites where they can read books.

10-12 years





In this age group 88% of the children interviewed use the internet. Again most of them use the internet at home (86.25%) where most of them have also learned how to use it (78.75%). In this age group a higher percentage use the internet at school (63.75%), where many have also learned how to use it (22.5%). More children in this age group visit internet cafés (16.25%), and 6.25% of them learned how to use the internet there.

Again the role of the public library is nearly non existent. Only 2.5% of the children used the internet in libraries, and none of them learned how to use it there.

The number of children in this age group using websites in foreign languages is much higher than the previous age group (72.5%). A small number of the children in this age group have English as their mother tongue, but this doesn't affect the results showing that Greek children are interested in visiting websites in foreign languages.

The children in this age group use the internet mainly to play games (62.5%), to do their school work (51.25%), listen to music (51.25%), and get information (42.5%).

Greek children also like to chat (37.5%) and shop on the internet (35%).

In comparison with the previous age group, fewer children know and visit websites where they can read books - only 2.5%.

12-14 years

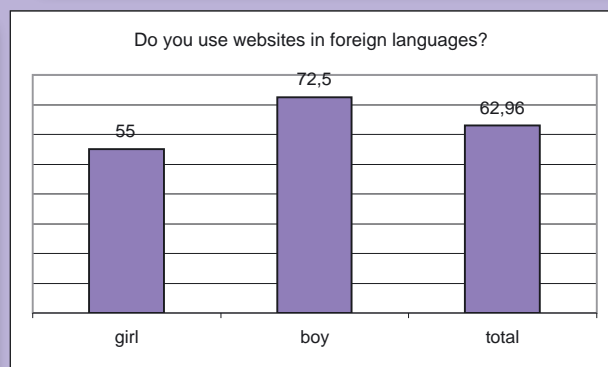
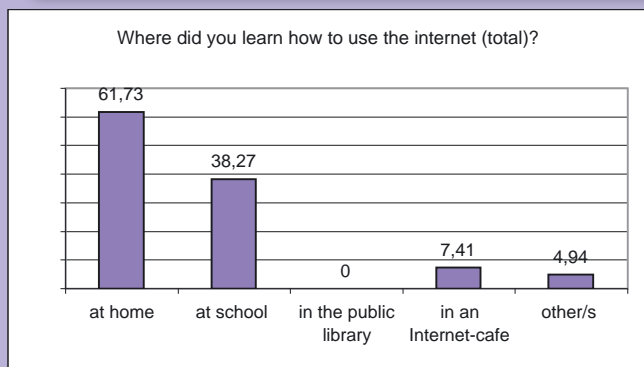
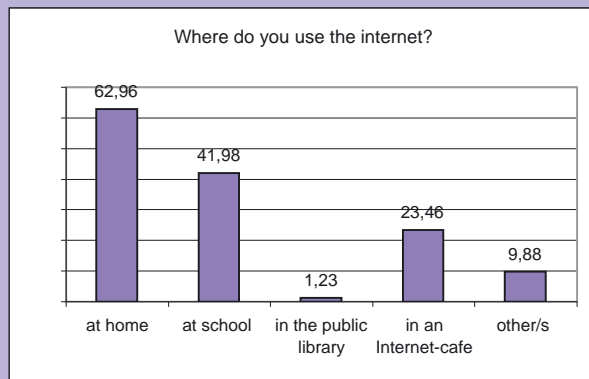
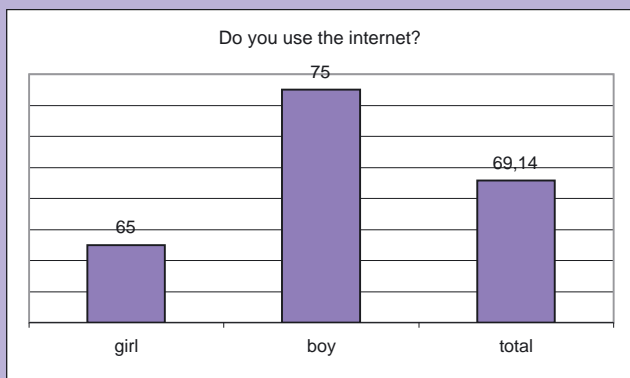
In this age group, the percentage of the children who use the internet goes down to 69.14%. Most of the children not using internet answered that they don't have a computer at home or they don't have an internet connection at home. There were, however, also answers such as 'I must not', or 'I don't have time', or 'I am not interested'. Boys use the internet more than girls. Again, children have access to internet mainly at home (62.69%) where they also learn how to use it (61.73%). The role of school as a place for using the internet in this age group increases to 41.98%, and 38.27 % of the children have learned how to use the internet at school. 23.46 % have visited internet cafés, and 7.41% have learned how to use internet in an internet café.

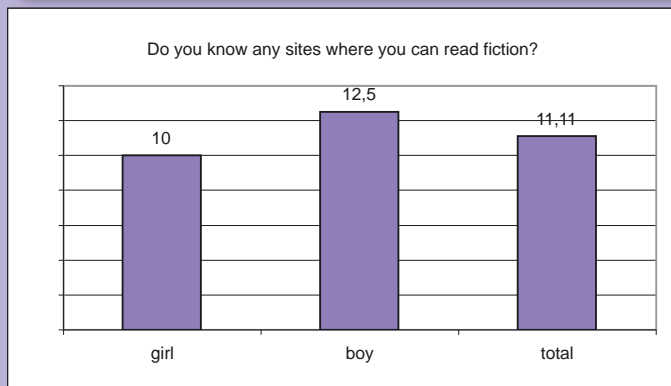
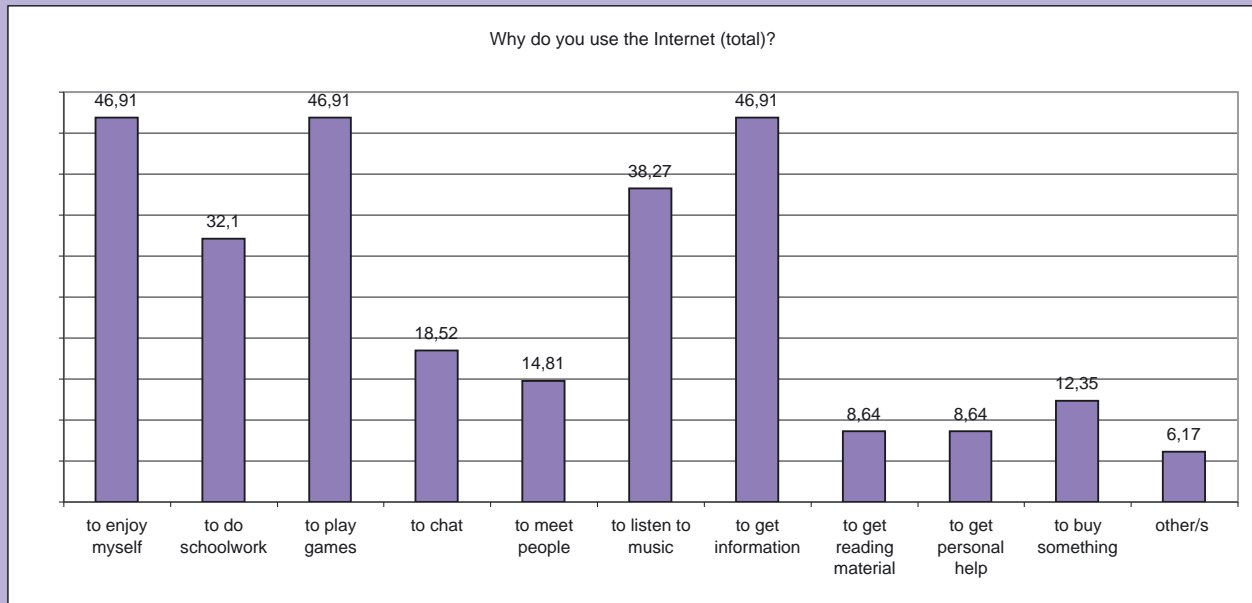
Only 1.23% of the children in this age group use the internet in a public library, even less than in the previous groups, and none have learned how to use it in a public library.

62.96% visit websites in foreign languages, boys more than girls.

The number of pupils who know and visit websites where they can read books is lower than in the previous age groups (11.11%).

Equally important for this age group is the use of the internet to play games, to get information or just for fun (46.91 %). 32.1% use the internet to prepare their home work.





Concerning the appearance of websites, the most important aspect for the children in this age group are photos (53.09%) , followed by music (35.8%). The least important is a large font (7.41%).

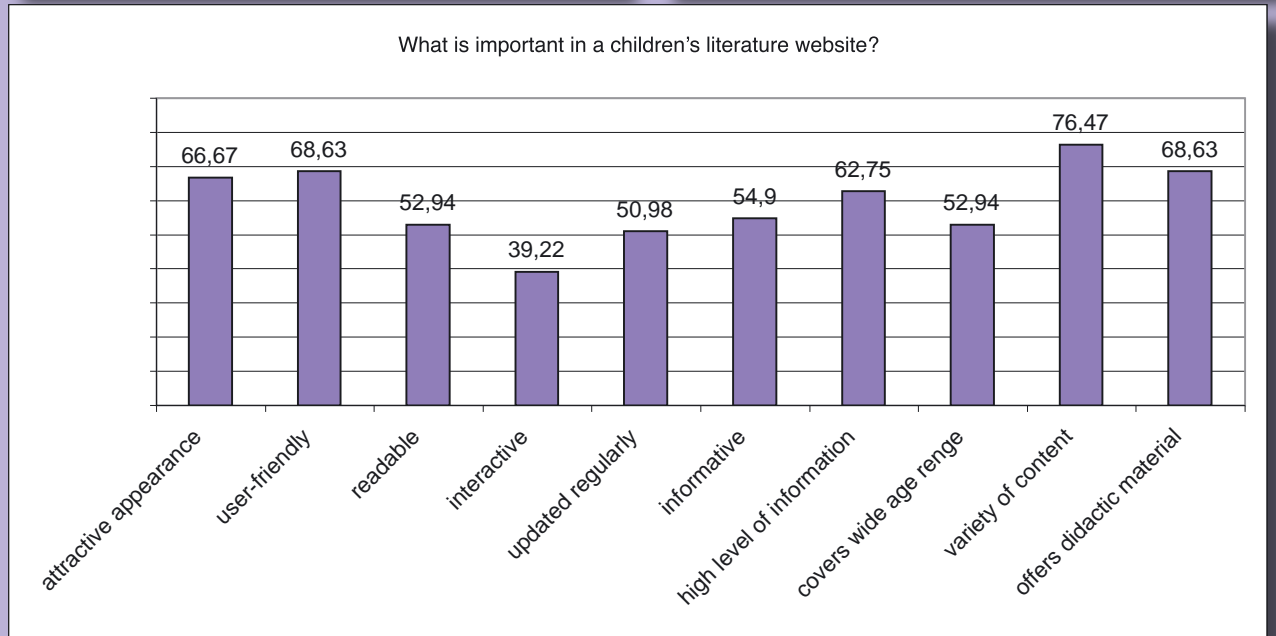
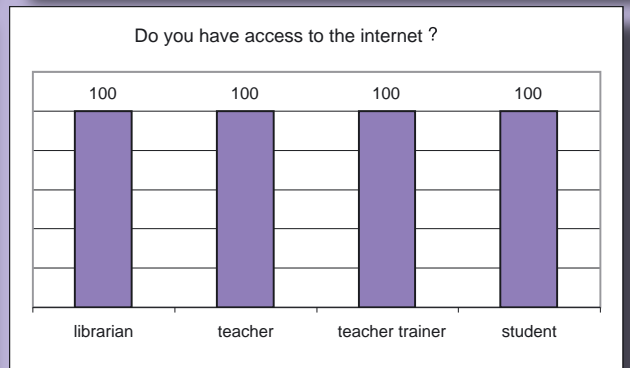
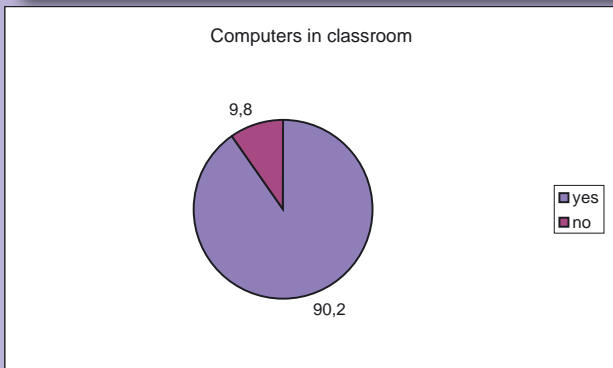
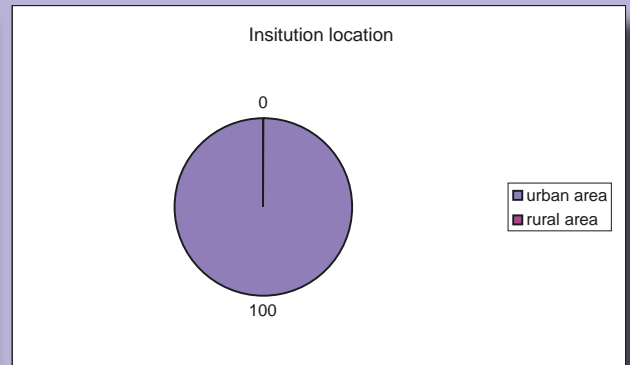
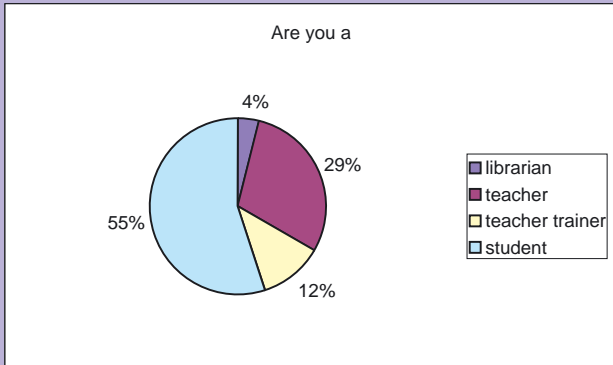
Regarding content, for children in this age group websites with games come in second place (46.91%), after those with photos and pictures (55.56%). For 45.68% of the children it is important that a website helps them to do their homework. It is also important that the website is suitable for their age, and that children can express their opinions.

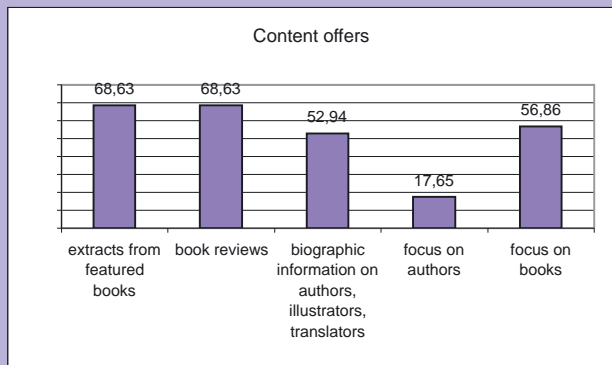
Educationalists:

55% of the educationalists interviewed were teacher trainers, 29% were teachers, 12% students, and 4% librarians, all from urban areas. All the interviewed educationalists have 100% access to internet.

100% of the librarians and teacher trainers have computers in their work place, and 86.67% of the teachers have computers in the classrooms.

For the librarians, it is important that a website has attractive appearance, is user-friendly, and offers a high level of information/variety of content.





For the teachers and teacher trainers, it is most important that a website offers teaching material, is readable, and is regularly updated.

The educationalists prefer websites which focus on books and offer extracts from featured books and book reviews. Good links are also of great importance for all interviewees.

A certain number of websites, dealing with children's literature and intercultural education, were given by the educationalists and many of them indicated that they work with these websites when preparing their lessons and seminars, etc.

Conclusion:

The survey shows that educationalists work more actively with children's literature and intercultural education than is the case with students. As a result, children do not use websites where they can read books or learn about other people and other countries, even though they are familiar with the internet. This is an area where efforts must be focused in the future. Another task, as shown by the survey, will be to find ways to create synergies between schools and public libraries, and to increase the role of the library as an educational institution.

Context of the survey

The survey was conducted in Warsaw (Poland). It mainly included schools in the Ursus district of Warsaw. This part of the capital of Poland has 50 000 inhabitants.

The questionnaires were handed out to children in schools – 4 primary schools – 2nd, 3rd, 4th, 5th, 6th grade students and 4 upper primary schools – 1st, 2nd, 3rd grades.

In primary schools the 8 to 10-year-olds are in the 2nd to 4th grades and the 10 -12 year-olds are in the 5th, 6th grades; in the upper primary the 12-14 year-olds are in the 1st to 3rd grades. There was no control group.

As for educationalists such as teachers, librarians and teacher trainers participating in the survey, most of them were involved in creating activities for students using multimedia. Questionnaires were sent out electronically to them and returned the same way. The sample included approx. sixty respondents in each group and sixty educationalists.

The percentage of librarians, teachers and teacher trainers who filled in the questionnaire was balanced in this group and most of them were female.

The number of boys was similar to the number of girls in all age groups.

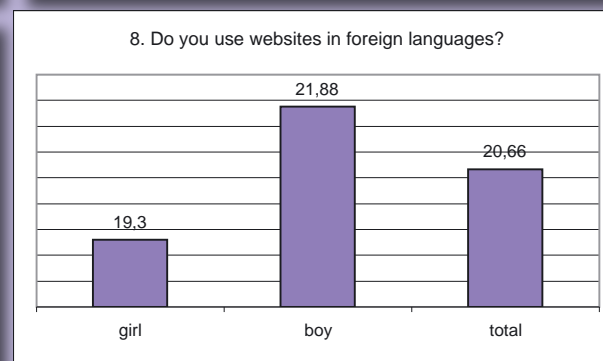
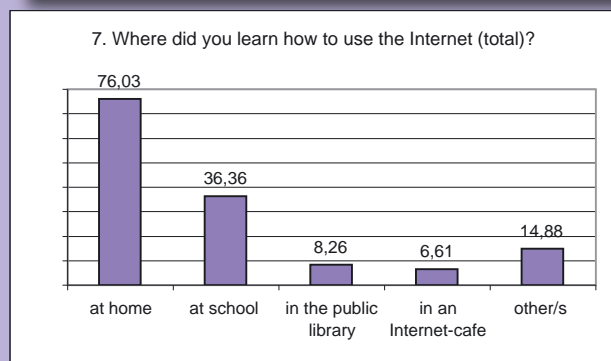
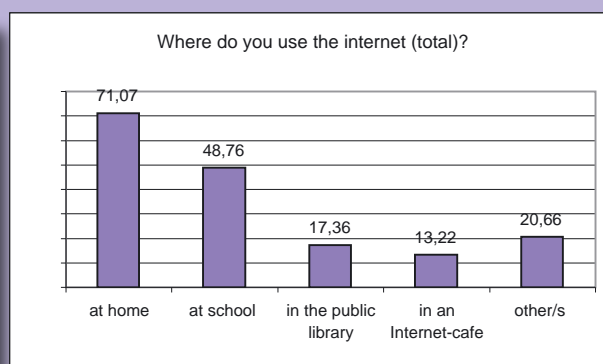
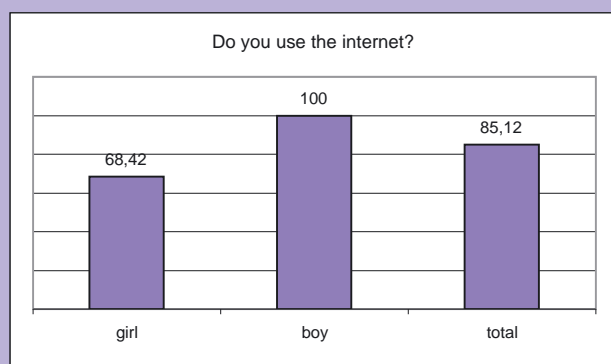
8-10 years

In the 8-10 age group, almost 68% of girls and 100% of boys use the internet.

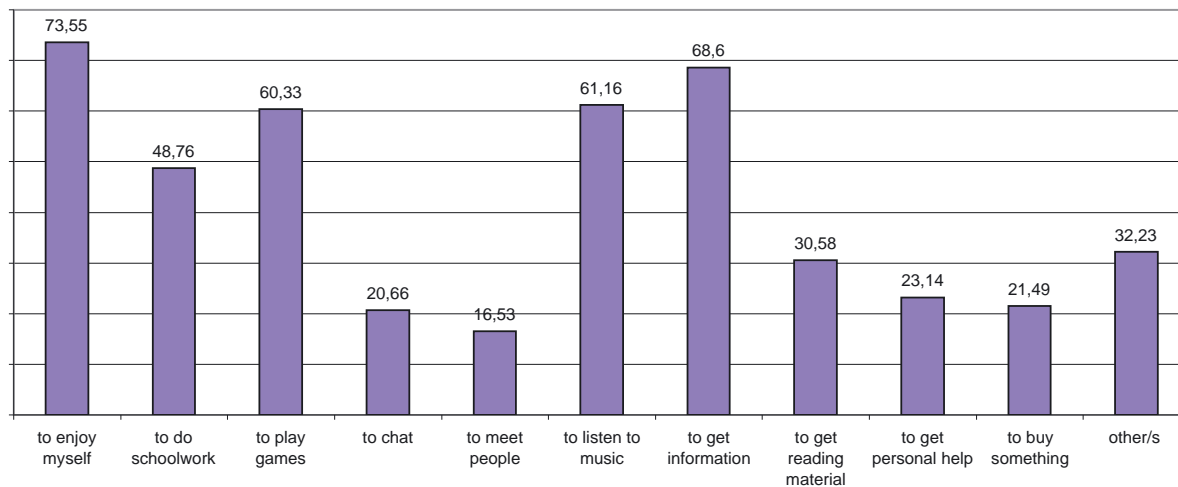
They mostly use the internet at home (67%, 75%); then at school (33%, 62%) and in the public library (28%, 7%); internet café (12%, 14%); other places (21%, 20%).

The percentage of boys taught internet at home was 78% and a similar percentage was indicated for girls (74%). Far fewer children learned the internet at school (33%, 39%).

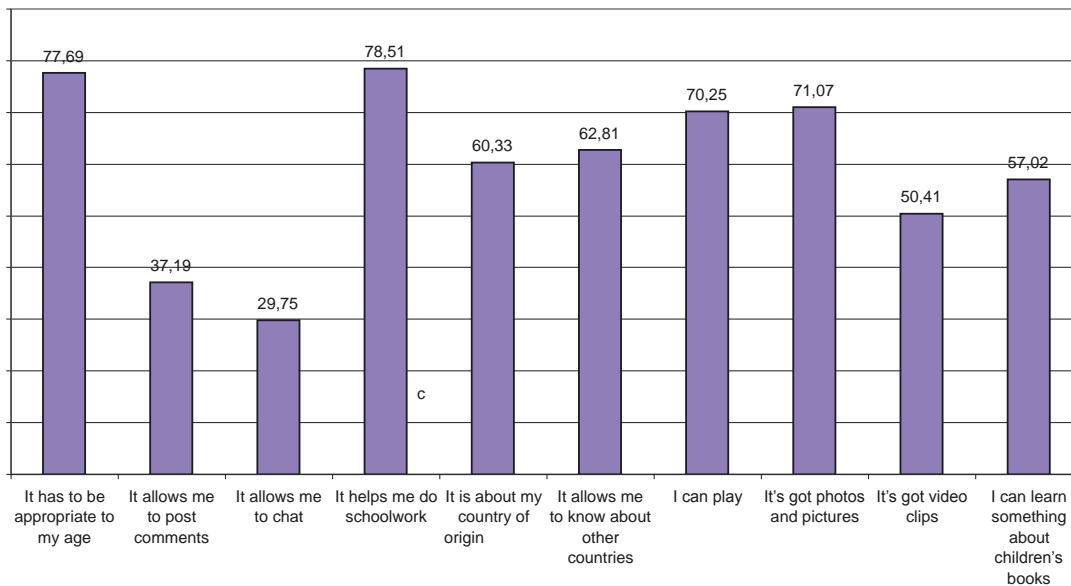
All results are %.

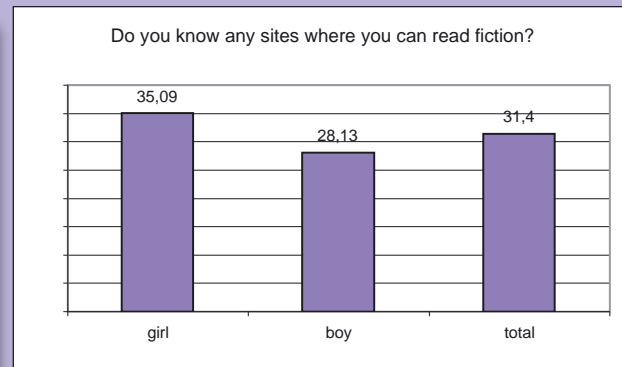
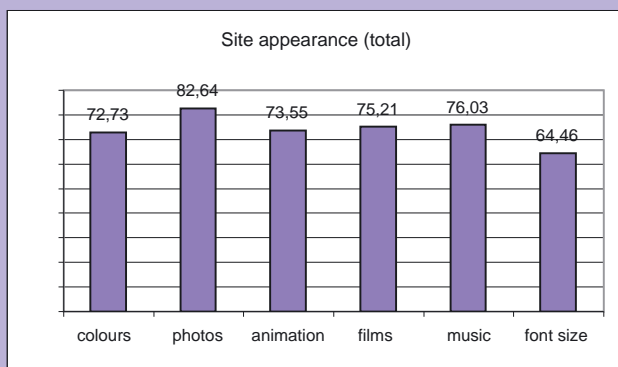


Why do you use the internet (total)?



Site content (total)





Public libraries attracted more girls (14%) than boys (3%).

Websites in English are the most popular among all the websites in foreign languages but only 20% of children use websites in a foreign language.

The reasons for using the internet were: 'to get information' (77%, 61%) ; 'to enjoy myself' (72%,75%); 'to play games'(50%, 69%); 'to do school work' (54%, 44%).

The interesting thing is that more girls listened to music than boys (73%, 50%). Boys were mainly interested in the internet for enjoyment (75%).

What 8 to 10-year-olds rate higher in websites in terms of site appearance are colours (80%, 65%) photos (79%, 86%) animation (65%, 81%) and music (both 75%).

Colours show a significantly higher percentage for girls (80%) than for boys (65%) and boys pay the most attention to photos (86%).

As to site content the most important aspect for girls was that it helped them to do their homework (80%) against boys (76%). For boys the most important was the appropriateness of the website to their age (83%) against 72% of girls.

The most significant differences are noticeable in answers 'to know about other countries' (girls 56%, boys 68%); 'I can learn about children's books' (74%, 42%); 'it has got video clips' (60%, 40%).

The lowest rating was for 'to post comments' - (both 38%)

Other answers were as follows: 'to get photos and pictures' (74%, 69%); 'I can play' (both 70%).

As for websites used and recommended by children (girls 35%, boys 28%), they knew websites where they could read fiction, but they were not able to write down their addresses because they did not remember them.

The second reason is that there are not many websites with fiction in Polish.

10 - 12 years

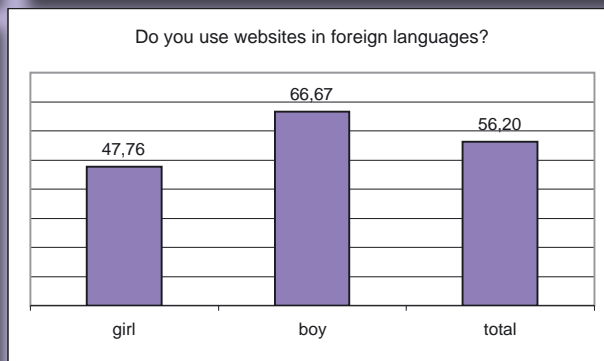
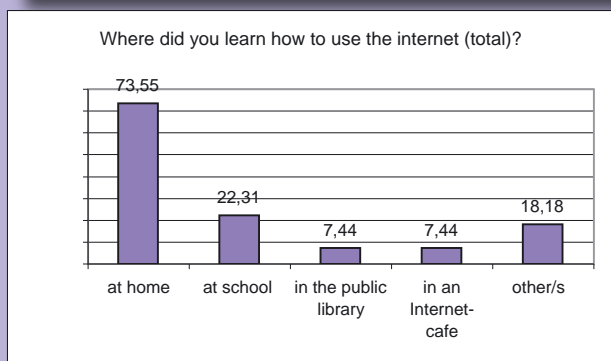
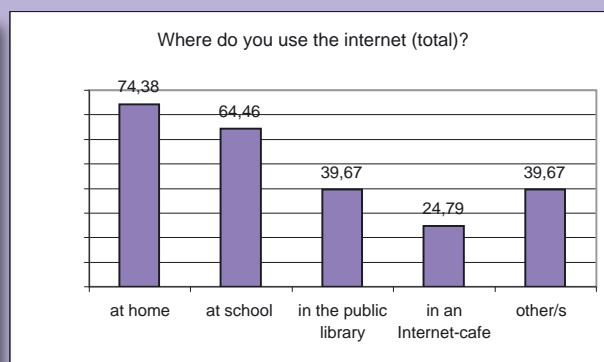
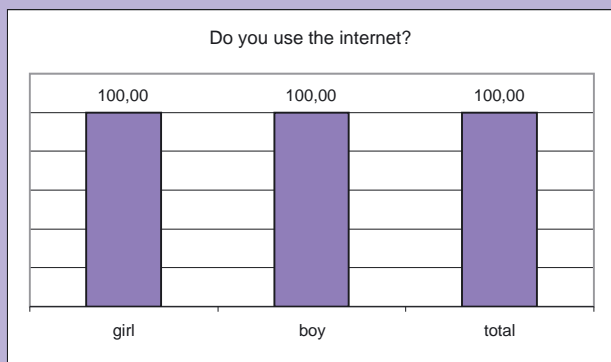
In the 10-12 age group, 100% of girls and boys use the internet.

They mostly use the internet at home (69%, 81%) then at school (69%, 59%) and in the public library (48%, 30%); internet café (19%, 32%); other places (42%, 37%).

The percentage of boys taught internet at home was 80% and also high percentage was indicated for girls (68%). Less children learned the internet at school (both 22%).

Public libraries attracted more girls (12%) than boys (2%).

48% of girls and 67% of boys use websites in a foreign language. Websites in English are most popular among all the websites in foreign languages.



The reasons for using the internet were: 'to get information' (80%, 67%); 'to enjoy myself' (both 86%), 'to play games' (56%, 80%), 'to do schoolwork' (75%, 65%), and 'to listen to music' (73%, 65%). Boys were mainly interested in the internet for enjoyment (both 86%). We can observe the tendency that at that age girls are much less interested in playing games compared with boys who are particularly interested in using the internet for games.

What 10 to 12-year-olds rate higher in websites in terms of site appearance are colours (9%, 26%) photos (5%, 7%) animation (19%, 28%), films (both 20%) and music (5% 19%).

Both girls and boys are not too interested in site appearance - particularly girls, who almost do not care about it.

As to site content the most important for girls was that it helped them to do homework (48%) against boys (52%). For boys the most important was the appropriateness of the website to their age (52%) against 36% of girls.

There are many significant gender differences in answers in that age group such as:

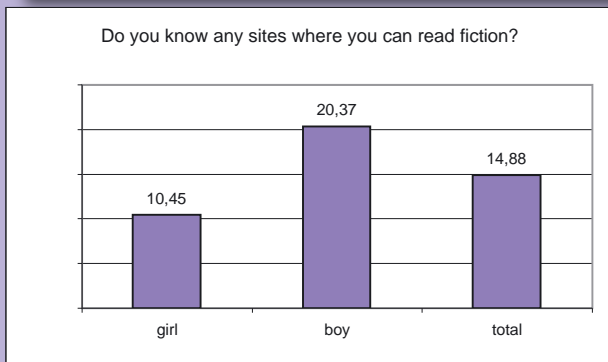
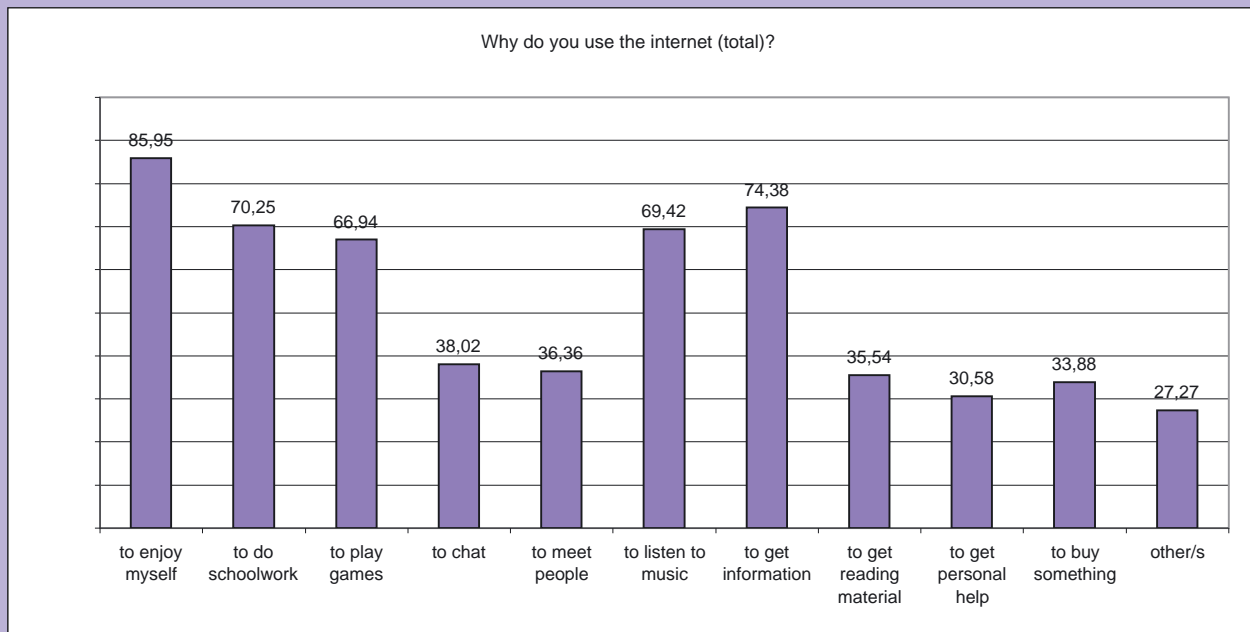
'I can learn about children's books' (34%, 57%); 'to post comments' (girls 28%, boys 46 %); 'to chat' (28%, 37%), 'to know about other countries' (girls 36%, boys 44%), 'it has got video clips' (12%, 24%), 'I can play' (19%, 41%).

Similar answers emerged for finding photos and pictures (21%, 26%).

Those results show that the differences between girls and boys are significant due to the earlier maturity of girls. Even allowing for their greater interest in using the internet it is difficult to explain why 57 % of boys name it as a source of learning about children books.

As for websites used and recommended by children (girls 10%, boys 20%) the students probably knew some websites where they could read fiction but they were not able to write down their addresses because they did not remember them. On the other hand there are not many websites with fiction in Polish.

The websites listed below are itemized to give an idea of the spectrum of interest and of the educational needs of the children. It is difficult to estimate if they are useful for the purposes of this project.



www.barbie.pl
www.barca.com
www.bleble.pl
www.bumbum.pl for fun
www.ca_apolskaczytadzieciom.pl
www.cartoonnetwork.pl
www.cda.pl
www.cola.pl games
www.dragon.com
www.eminem.pl
www.fajowe.pl
www.funny-games.biz
www.gazeta.pl

www.godfather.pl
www.grono.net
www.gry.pl
www.hpiracing.com
www.jackerss.com
www.jeja.pl
www.jetix.pl
www.legialive.pl
www.lektury.pl
www.literatura.pl
www.maxior.pl
www.miniclip.com
www.mojegry.pl

www.mtv.pl
www.muza.com.pl
www.muzyka.interia.pl
www.myscen.com
www.nikathebest.blog.onet.pl
www.opetani-przez-magie.blog.onet.pl
 blog with stories
www.petz.fora.pl
www.platine-kennel.blog.onet.pl
www.polsatsport.pl
www.poprostu.gotuj
www.redhotchilipeppers.com
www.rockmetalshop.pl

www.sciaga.pl
 www.spele.nl
 www.streetofrace.pl
 www.teagames.com
 www.teksty.pl
 www.tibia.pl

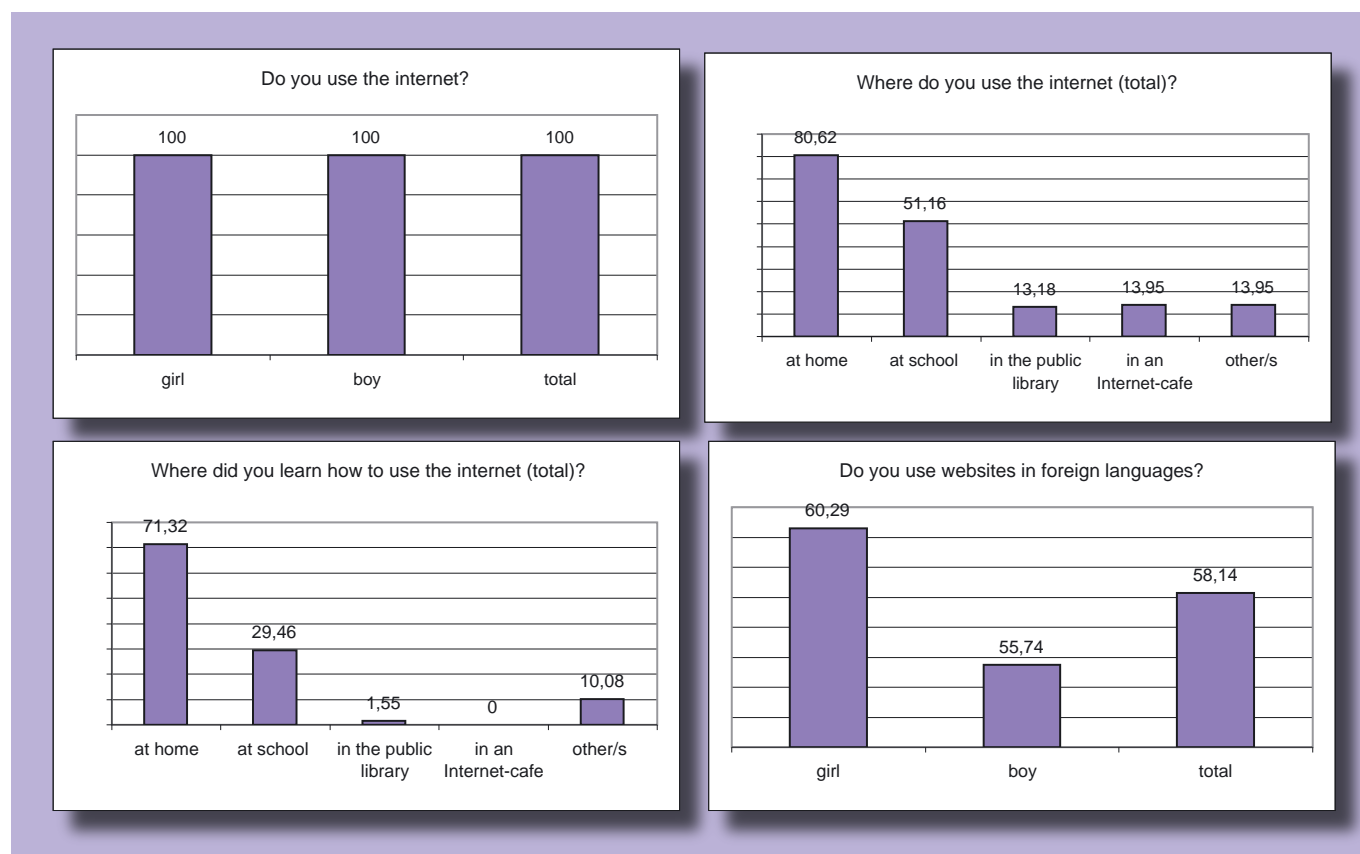
www.tokiohotel.de music
 www.underground.pl
 www.urs.of.pl,
 www.vallheru.org
 www.wapster.pl
 www.wilczy-zew.blog.onet.pl

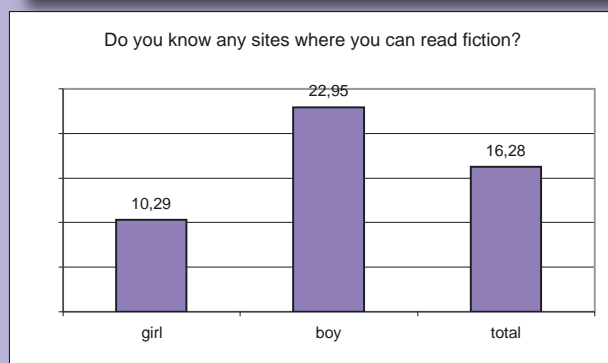
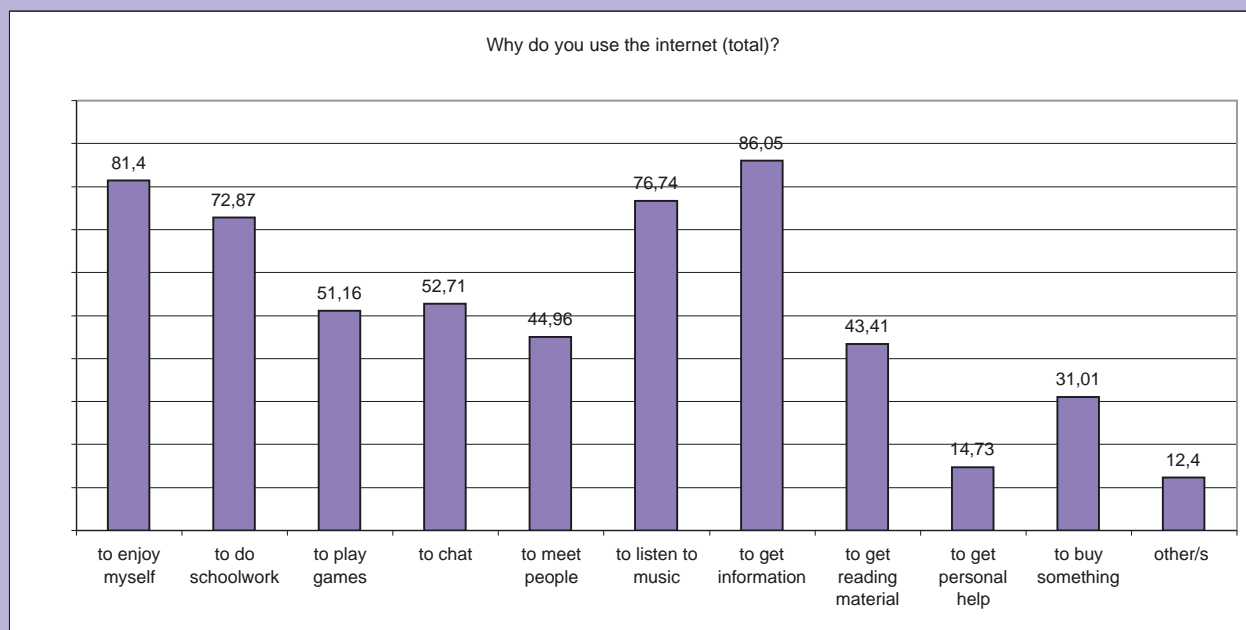
www.witch.pl funny horoscopes
 www.wysokieobrotly.pl
 www.yorkshireterrier.pl
 www.youtube.com
 www.zabka.pl
 www.zyrafa.pl

12 - 14 years

100% of the children say they use the Internet. It is mainly used at home (81%), and at school (51%). Here it is used equally by girls (100%) and boys (100%). 13% of children use it in a public library and 14% in other places. The use in internet cafés is almost the same (14%). Most children learned to use the internet at home (71%) and only 30% at school.

The use of websites in foreign languages is higher than for the previous group: 58%. Children in this age range use the internet mainly to get information (86%), to enjoy themselves (81%), to listen to music (77%), to do schoolwork (73%), to play games (51%) and to chat (53%). For 10 to 12-year-old children, the most important aspects of website appearance are: music (59%), colours and photos (both 53%), font size (50%) and animation (43%). Significant differences between boys and girls are that 44% of boys consider films to be very important, but only 26% of girls feel the same. As to site content, the most important feature is that 'it helps me do my schoolwork' (60%), having video clips (56%), promoting knowledge of other countries (48%), being able to chat (41%).





Only 16% of children know sites where they can read fiction (23 % - boys and 10% - girls). Most of the websites recommended by children in this age group are not relevant for intercultural education, reading promotion or children's fiction. Only few a websites mentioned by children could be relevant for these aims:

- www.sciaga.pl
- www.filmweb.pl
- www.warszawa.edu.com.pl
- www.focus.pl

Educationalists

40% of the educationalists were librarians, 38% teachers, 15% students and 7% teacher trainers.

88% of librarians have computers at work, 97% of teachers, 100% of teacher trainers and 100% of students.

Access to the internet in the classroom is 88% for teachers, 50% for teacher trainers and 38% for students. Access in the public library for teachers is 73%, for teacher trainers 17% and for students 62%; librarians have 100% access in the public library and at home 86%, with 63% in faculty. Teacher trainers also claim to have 100% access to the internet at work and at home. Teachers have 57% access at work and 73% at home; 85% of students have no access at home but 70% at school.

Experience in using highlighted websites is 97% for librarians, 85% for teachers, 100% for teacher trainers and 38% for students.

For all librarians the most important features of a literature website are readability (100%), interactivity (71%), regular updating (83%), high level of information (54%), the possibility of covering a wide age range (71%) and user-friendliness (97%).

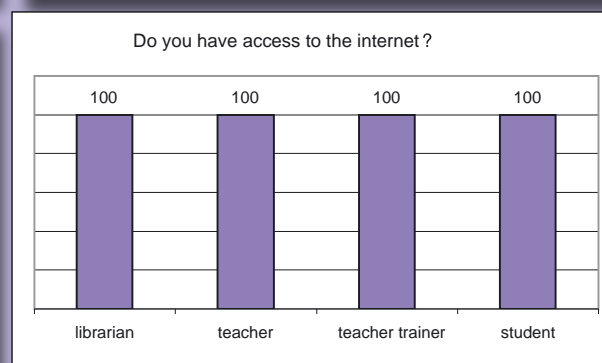
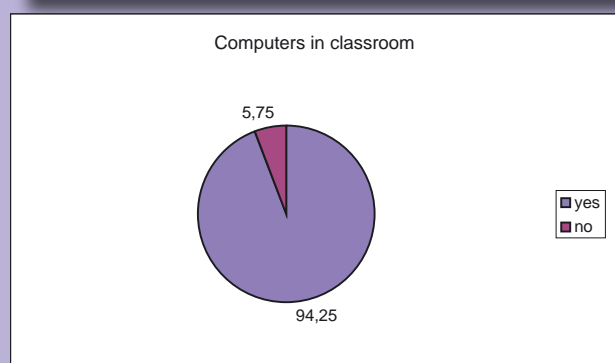
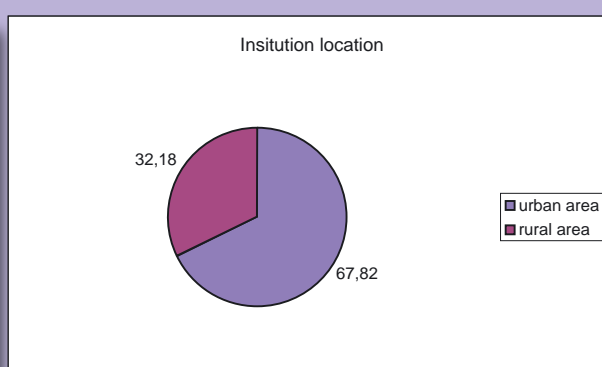
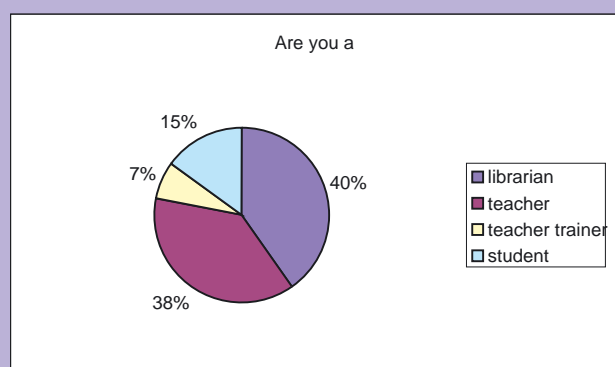
For teachers the most important aspect is the user-friendliness of the websites (100%), 'readability' (97%), 'informative' (94%), 'updated' (88%) and 'their high level of information' (87%). The lowest rated feature is 'covers wide age range' (24%).

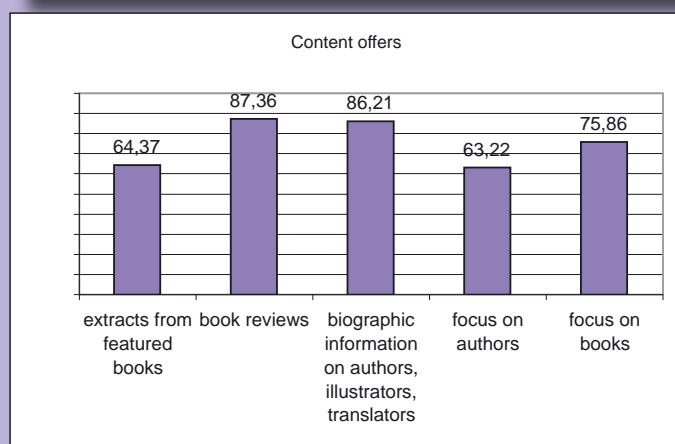
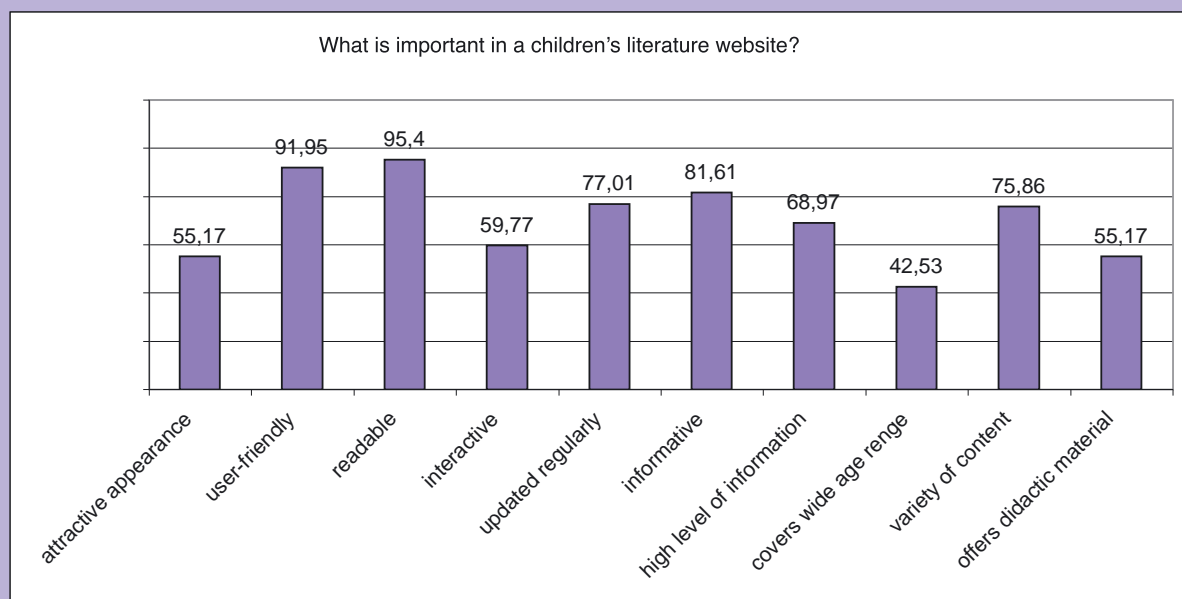
Teacher trainers highlighted readability, user-friendliness, interactivity and 'offers didactic materials' (all 100%) as the most important aspects. Attractive appearance and 'covers wide age range' are not itemized (0%).

Students consider readability (77%), information (62%), user-friendliness and a high level of information (both 54%) as the most important aspects.

In terms of content, librarians pay attention mainly to: book reviews (97%), biographical information (83%), focus on authors (77%), and focus on books (66%).

88% of teachers prefer book reviews and biographical information on authors, illustrators and translators. Focus on books and extracts from featured books both reach 79%.





The teacher trainers highlight the focus on authors and book reviews, biographical information on authors/illustrators/translators, focus on books (all 100%). For them extracts from featured books are not important (0%).

Students prefer biographical information on authors, illustrators and translators (85%) and focus on books (85%), extracts from featured books (70%), while focus on authors is 0%.

Website offers - 97 % of the educationalists required good links. News corners on the Home Page providing information about blogs etc are mostly required by students (54 %) but much less by librarians (9%) and teachers (18%) and not at all by teacher trainers (0%).

Only 12% of teachers and 8 % of students confirm that the books represented on the websites respect other cultures in non-stereotypical ways.

None of our respondents' institutions have their own websites containing information on children's literature.

Experts recommended the following websites::

encyklopedia.interia.pl
pl.wikipedia.org
sjp.pwn.pl
www.amb-norwegia.pl/culture
www.bbc.co.uk
www.bpursus.waw.pl
www.calapolskaczytadzieciom.pl
www.dladzieci.pl
www.dzieci.wp.pl

www.dziecionline.pl
www.edu.pl
www.edukacja.pl
www.google.pl
www.interia.pl
www.interklasa.pl
www.kanondladzieci.pl
www.kiedybylamala.pl
www.naszaksiagarnia.pl

www.pbskids.org
www.polska.pl
www.republikadzieci.org
www.sciaga.pl
www.strefamlodych.pl
www.swierszczyk.pl
www.teletubbies.com
www.wikipedia.org
www.zyrafa.pl

Conclusions:

- 80% of the students learn how to use the internet at home.
- 20% of the students learn how to use the internet during Computer Studies at school.
- Most of them use the internet at home.

- The boys usually use the internet to play games and listen to music.
- The girls mostly use the internet to search for useful information.

- The children in the age group 8-10 sometimes search for information connected with other countries but they mainly use the internet in connection with their free time activities.

- The children in the age group 10-12 are interested in the Geography and History of other countries, environmental problems, animals and nature. They want to expand their knowledge.
- They are also interested in media (photos, movies, animation).
- They are looking for information connected with the stars of pop culture.

- The students in the age group 12-14 are not interested in children's and youth literature in general.
- They are most interested in pop culture and visual culture.
- They want to show or to express themselves (feelings, emotions, fears, problems, hopes, desires).
- If they are interested in literature – it is rather in writing their own memories or diaries not in reading literature.

- The problem is that only 40% of students use the internet for educational purposes.
- This use is rather limited, in not developing a knowledge of useful websites and in not showing the capacity to perform advanced searches for information.

The future task would be:

- to give the teachers some practical examples of lessons focusing on the internet.
- to create attractive educational materials from a children's perspective which would link with the school curriculum.

- 100% of teachers and other educationalists have their PCs and access to internet at home.
- The teachers say that they use internet in the classroom, but this is hard to believe because the classroom with computers is generally occupied by the teachers of Computer Studies. Taking into account that at school there is usually only one classroom with no more than 8 computers, it is extremely difficult to hold a lesson with 24-26 students there.

- Internet is a part of everyday life in children's culture (especially pop-orientated culture).
- The users of internet want the websites to be systematically updated and user friendly. Moreover they would like to have access to many useful links.
- The internet replaces other media in some cases for the daily provision of information.
- Libraries should and could be more involved in media education for children.

Finally we would like to share some observations about Polish students. The questionnaires were treated by them as a quiz about websites. Most of children were not able to remember the addresses of their favourite websites because they had fixed them up in their personal computers. They do not use internet for educational or similar purposes, usually it is just for fun. To know more about young people's knowledge related to interculturality in multimedia, we think it is worth repeating the survey with the open questionnaire but this time specifying the tasks to be performed both in relation to their interests and to interculturality.



Context of the survey

The survey was conducted in the Beira Interior region of Portugal. It mainly included schools in Castelo Branco, Fundão, Tortosendo and Covilhã. This is the interior of Portugal, partly rural, and the towns are small to medium in size (circa 5500 to 30 000 inhabitants). The questionnaires were handed out to children in schools – 4 primary schools – 3rd and 4th grade students (escolas do ensino básico – 1º ciclo / EB1); and 4 upper primary schools – 5th, 6th, 8th and 9th grades (EB 2 + 3). In primary schools the 8 to 10-year-olds are in their 3rd and 4th grades; in the upper primary the 10 to 12-year-olds are in the 5th and 6th grades; 12 to 14-year-olds are in the 7th and 8th grades. As control groups, two further secondary schools and one upper primary 7th grade class in Lisbon were contacted and questionnaires distributed to 10th grade and 11th grade students, although these answers were not used directly in the survey.

The questionnaires were answered in the following schools /groups of schools:

Primary schools:

- EB1 Quinta da Granja, Castelo Branco (3rd grade) – 24 students;
- Agrupamento Afonso de Paiva – 3rd and 4th grades – 16 students;
- Agrupamento de Escolas Serra da Gardunha – 4th year – 19 students;

Upper primary schools:

- E/B 2/3 do Tortosendo (5th grade) – 19 students;
- Agrupamento de Escolas Serra da Gardunha (6th grade) – 20 students;
- Escola E/B 2/3 do Tortosendo (8th grade) – 17 students;
- Agrupamento de Escolas da Serra da Gardunha (9th grade) – 25 students;

As to the educationalists, teachers that are part of the Portuguese EDM network in the above mentioned schools were asked to fill in the questionnaire, as well as teacher trainers and student teachers in the Escola Superior de Educação de Castelo Branco, which coordinates the network in Portugal. Librarians were not personally contacted, but a list of relevant librarians was built up and questionnaires sent out electronically, although not one replied back. School librarians were directly contacted by the teachers in the network.

The sample includes eighty 8 to 10-year-old respondents; seventy-nine 10 to 12-year-old respondents; sixty-seven 12 to 14-year-old respondents; and 20 educationalists who include teachers, teacher trainers, school librarians and student teachers.

The results of the survey may be representative for Portugal in what concerns children in small to medium-sized towns, although (we suspect) not for big towns. Some questionnaires were sent out to a school in Lisbon and surprisingly most children and all teachers did not use the Internet. These data differ widely from those found in the sample.

Since not many librarians were willing to answer the questionnaires, we do not have a representative view of them, their work or their work on the internet for the promotion of reading, intercultural education and children's fiction. They were only 7.7% against 54% of teachers, 15% of teacher trainers and 23% of student teachers in a total number of 20. They are mainly school librarians, i.e. in the Portuguese context teachers that work in school libraries full time or a couple of hours per week.

The percentage of boys and girls who answered the questionnaire was balanced in all age groups. Not so the librarians and teachers, the majority of whom were female

8-10 years

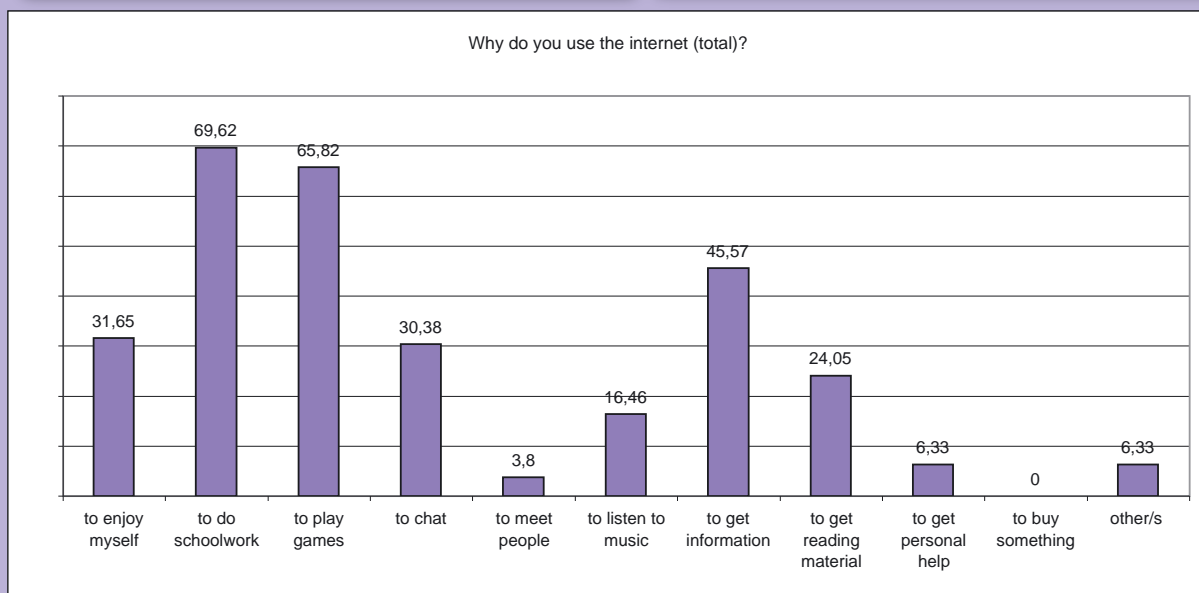
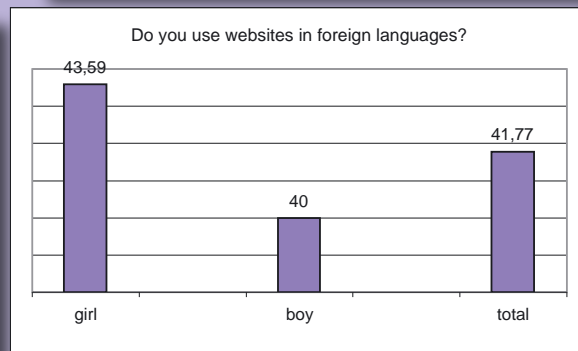
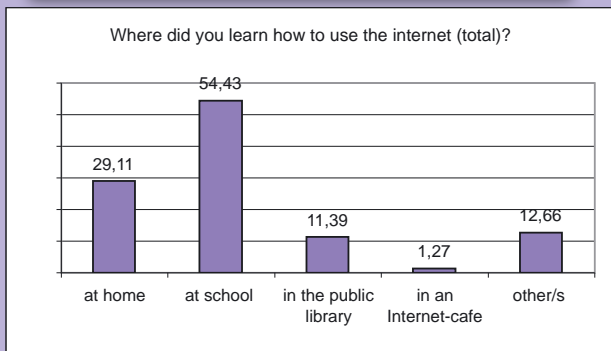
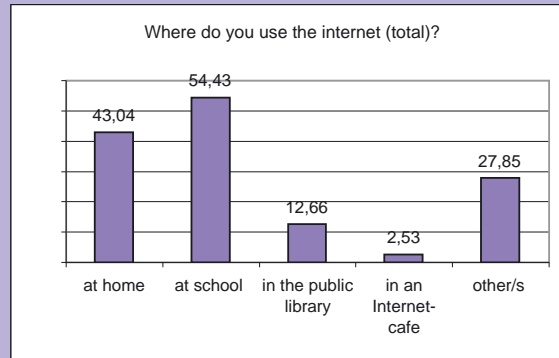
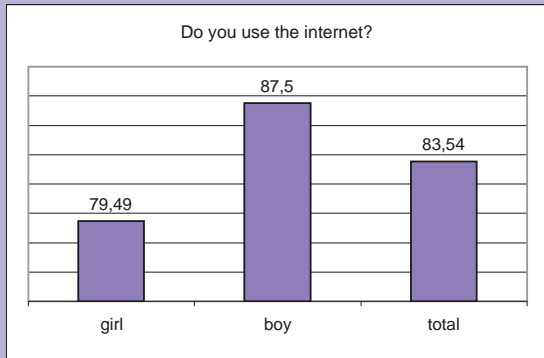
In the 8-10 age group, 80 to 88% of the children use the internet. The internet is primarily used at school (54.4%), then at home (43%) and thirdly in the public library (12.6%). Children also claim that they use it in other places (28%) and some of them mention relatives' homes.

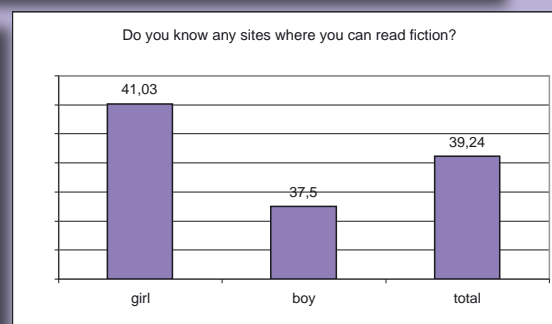
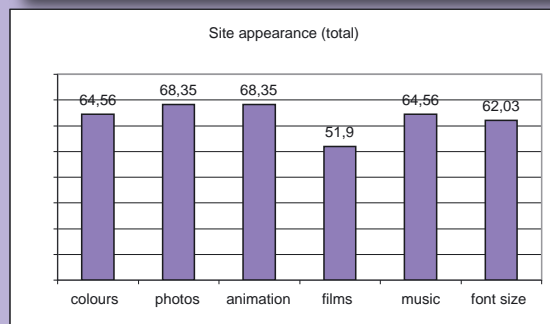
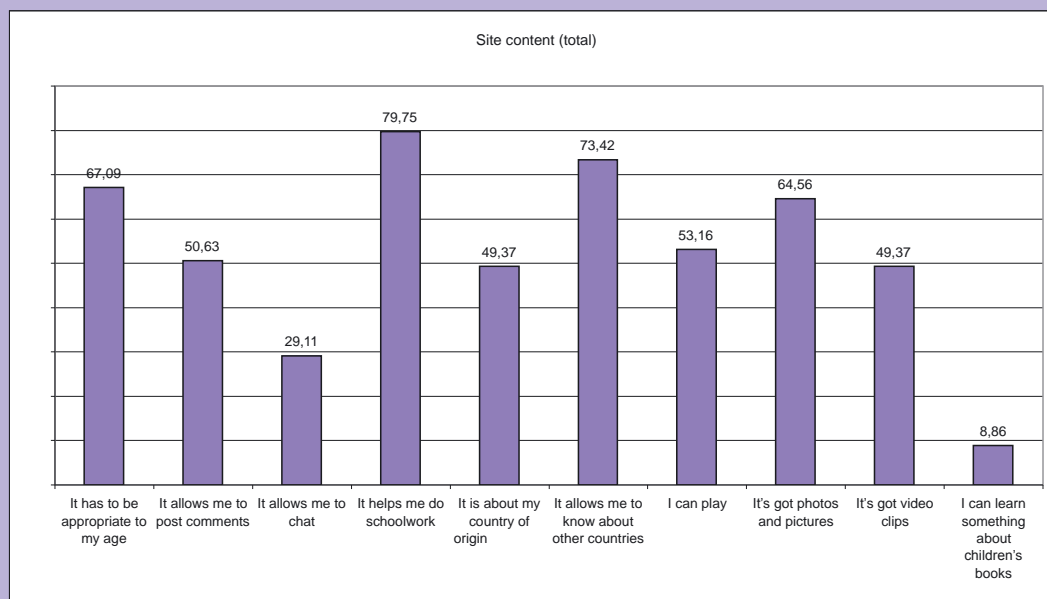
A significantly higher percentage of boys (35%) as against only 23% of girls learned to use the internet at home, although the school is where 54% of all children learned to use it, followed by home (30%); the public library came fourth with 11%.

42% of children use websites in foreign languages (mainly in Spanish).

When asked why they use the internet they answered that they use it mainly to do schoolwork (70%) and to play games (66%) and thirdly to get information (46%). In this last category 54% of girls claim this as against only 38% of boys. The children also use it to enjoy themselves (32%), boys 17% more than girls; and to chat (30%), though boys chat significantly more than girls (38% against 23%).

All results are %.





What 8 to 10-year-olds rate higher in websites in terms of site appearance are photos and animation (both 68%), followed by colours and music (both 65%). Music shows a significantly higher percentage for boys (75%) than for girls (54%).

As to site content they rate as most important that it helps them do their homework (80%); that it allows them to know about other countries (73%); next comes 'it has to be appropriate to my age' (67%); 'it has got photos and pictures' (65%), 'I can play' (53%), 'it allows me to post comments' (51%) and 'it's got video clips' (49%).

Significant differences between boys and girls: 74% of the girls as against 60% of the boys highlight that websites have to be appropriate for their age; and 62% of girls against 40% of boys require that websites allow them to post comments.

The least important aspect for both boys and girls is that they can learn something about children's books (9%).

Only 24% of the children claimed to use the internet to get reading material, although 40% answered that they knew sites where you can read fiction.

As to websites used and recommended by children, they are probably recommended by teachers and worked with in school and some of them may be relevant for reading promotion, intercultural education and children's fiction, namely:

<http://aquinta.espigueiro.pt/espiguina/index.html>
www.historiadodia.pt
www.sotaodaines.pt

www.alzirazulmira.com/
www.recursoscb1.com
www.tremencastro.hpg.com.br

<http://cienciaemcasa.ciencioviva.pt>
www.sitiodosmiudos.pt
<http://web.educom.pt/escolovar/>

10-12 years

91% of the children say they use the internet. It is mainly used at home (69%), though also at school (64%). Here it is significantly more used by girls (74%) than boys (54%). 15% use it at the public library and 13% in other places. The use in internet cafes is very restricted (6%).

They learned to use the internet mainly at school (66%) and only 33% at home.

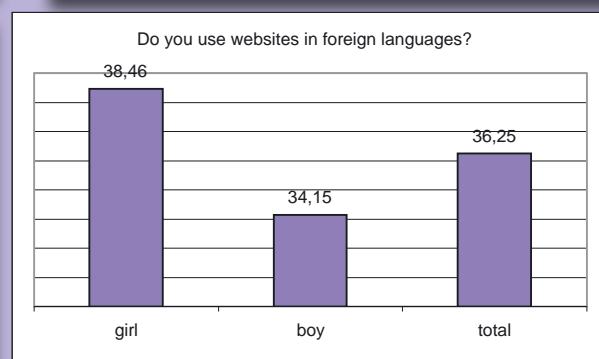
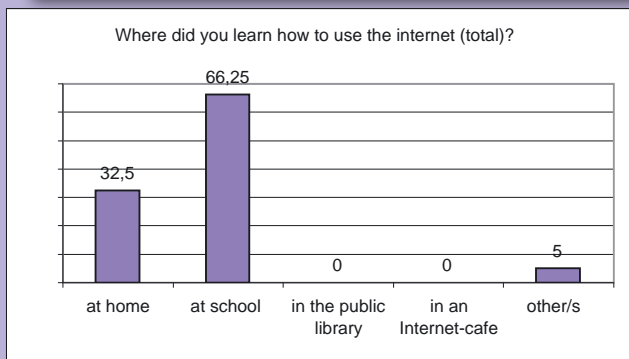
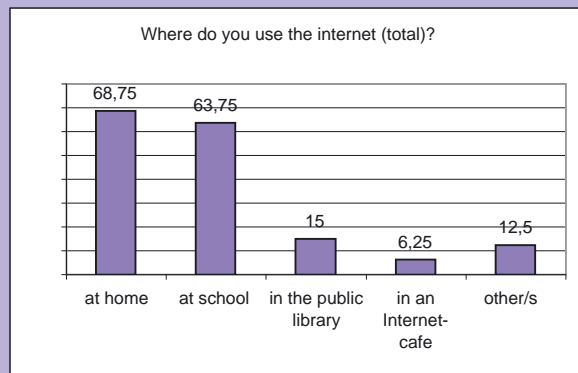
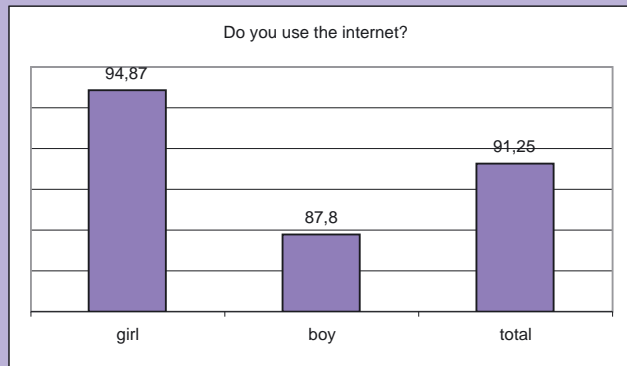
The use of websites in foreign languages is slightly lower than for the previous group: only 36%, although they use Spanish and English websites.

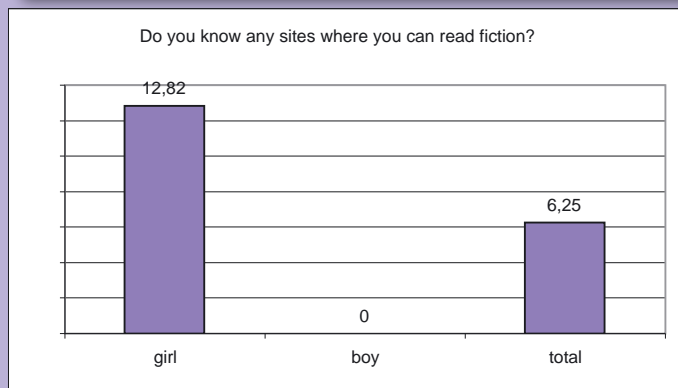
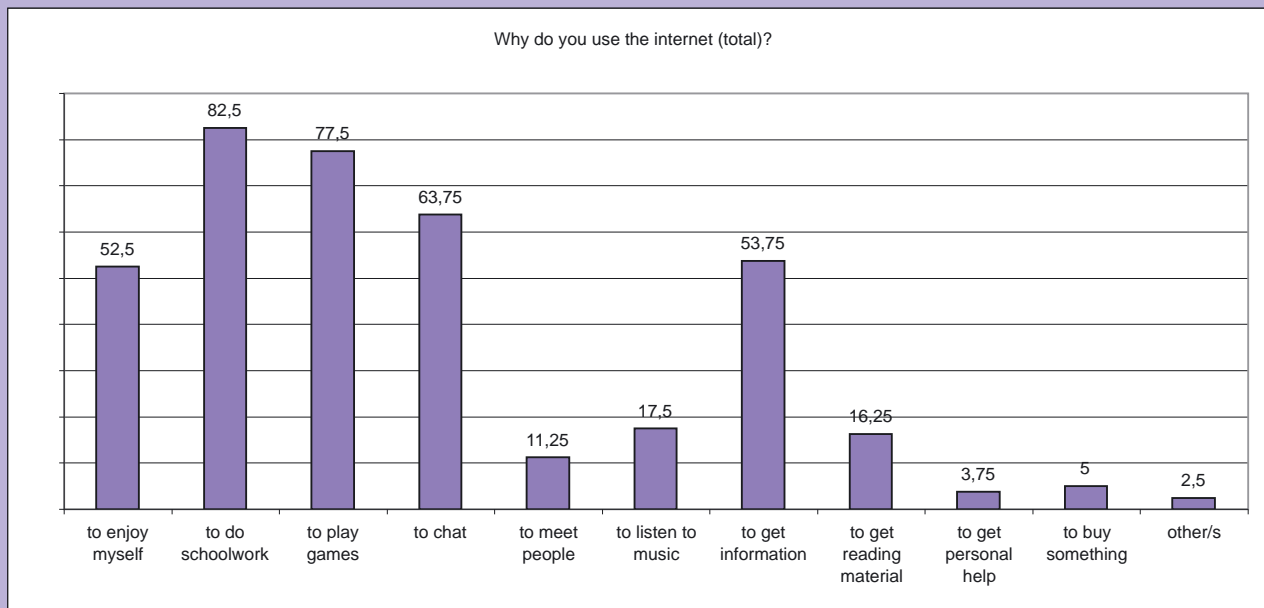
Children in this age range use the internet mainly to do schoolwork (83%) and girls more so (90%) than boys (76%); next, they use it to play games (76%); thirdly, to chat, girls (70%) more than boys (59%). Slightly 11% more boys than girls at age range 10-12 claim to use it to get information, which amounts to 54%. In fourth place comes 'to enjoy myself' (53%). Other less significant uses of the internet are: to listen to music (18%) and to get reading material (16%), although this amounts to 23% of girls against only 10% of boys. Another relevant difference in usage of the internet is related to 'meeting people': 18% of girls and only 5% boys.

In what concerns the appreciation of 10 to 12-year-old children, the most important aspects of website appearance are music (59%), followed by colours and photos (both 53%), font size (50%) and animation (43%). Significant differences between boys and girls are that whereas 44% of boys consider films to be very important, only 26% of girls do so.

As to site content, the most important features are 'photos and animation' (64%), 'it helps me do my schoolwork' (59%), having video clips (56%), promoting the knowledge of other countries (48%), allowing them to chat (41%). A significant difference between boys and girls is that 64% of boys think video clips important whereas only 49% of girls do so.

Only 11% of children think it important to learn something about books for children and teenagers on the internet and only 13% of girls know sites they can read fiction from. No boys claimed to know any.





Most of the websites recommended by children in this age group are not relevant for intercultural education, reading promotion or children's fiction. Some of the websites mentioned by children that may be relevant for those aims are the following:

www.amiguinhogato.kitnet
www.assustador.br
www.emule-project.net
www.minerva.pt
www.orisimal.com
www.sitiodopicapauamarelo.br.com

www.angel.anda.ca
www.cartoonnetworkHQ.net
www.harrypotter.warnerbros.com
www.monica.com
www.paperdollheaven.com

www.anossaescola.com
www.chareaza.com
www.iguinho.ig.com
www.nationalgeographic.com
www.sitiodosmiudos.pt

12-14 years

99% of the children claim to use the internet. At this age boys and girls use the internet significantly more at school (85%) than at home (45%). 20% use it also at the public library.

32% use websites in foreign languages, mainly Spanish and English.

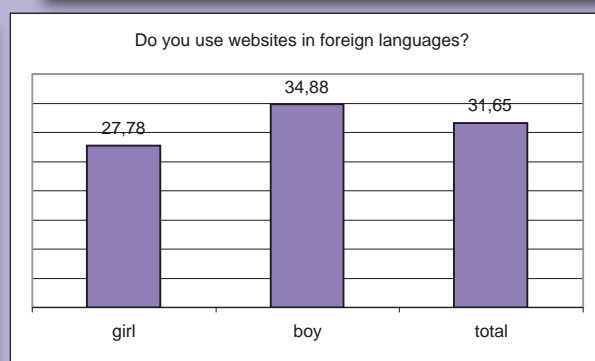
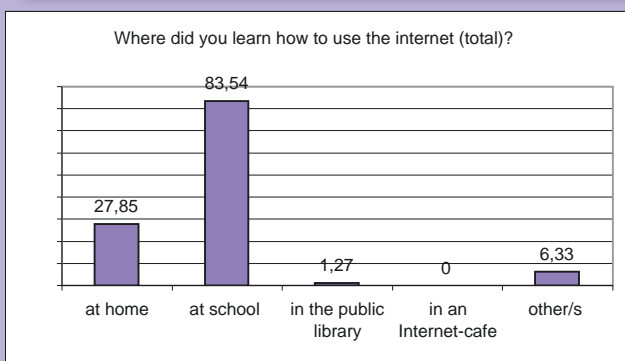
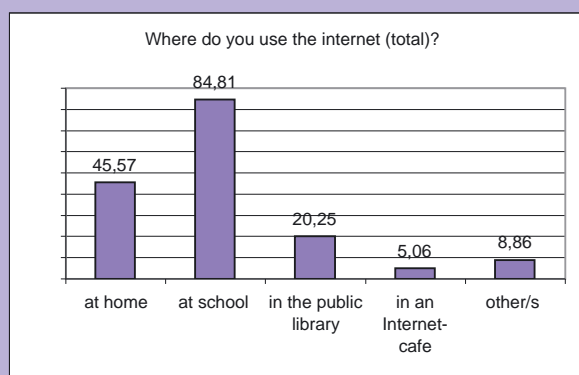
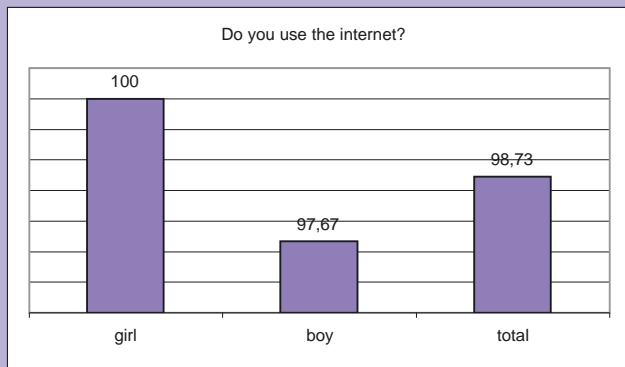
They answered that they use the internet mainly to do schoolwork (86%), then both to enjoy themselves (67%) and to chat (67%); next comes 'to play games' (62%), though boys significantly more (70%) as against 53% of girls. At this age they also use it to meet people (37%), to get information (31%) and to listen to music (30%), though in the latter case 39% of girls do it as against only 23% of boys.

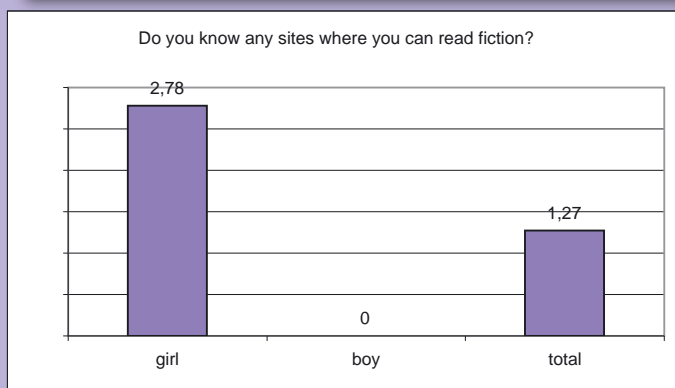
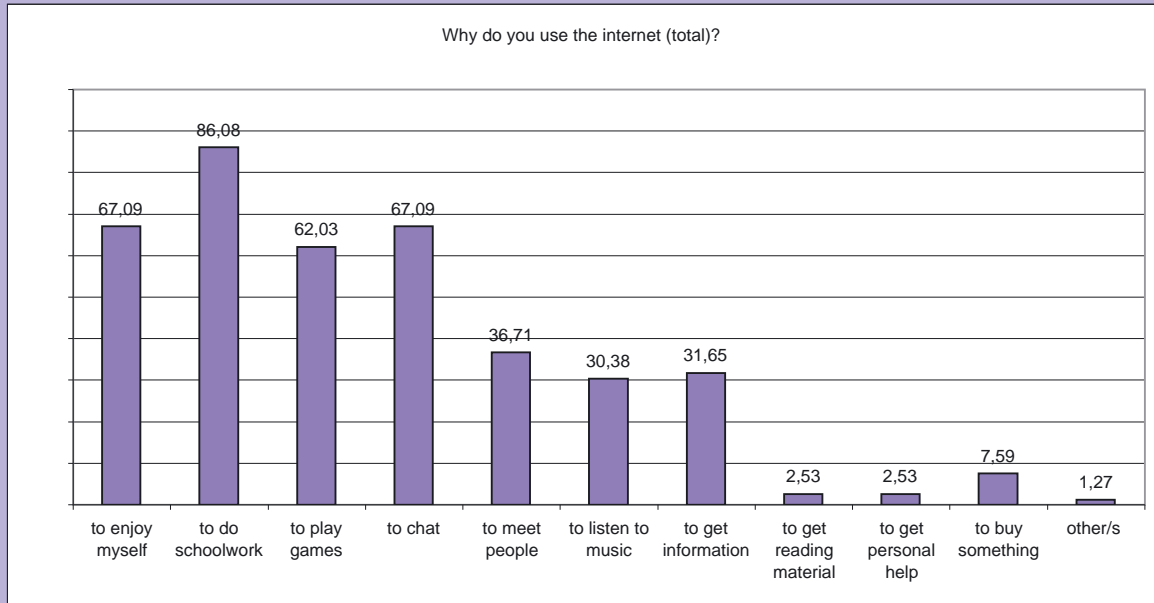
Finding reading material is not significant for either boys or girls (merely 2.5%).

When it comes to rating aspects of the websites they use, 12 to 14-year-olds highlight as very important music (38%), which is also considered important by 39% of them; photos (35%; 47% of girls and 33% of boys) which 39% also consider important; films that 25% consider very important and 22% important, although it is more important for boys (30% + 28%) than for girls (19%+14%); font size is considered very important by 25% of them and important by 17%; next comes 'animation' (19% + 19%) and menus (20% + 15%).

As regards site content, most important is that it helps to do schoolwork (38% said it was very important and 27% said it was important); next comes photos and pictures (29% + 33%) and video clips (30% + 27%); to know about other countries is also important (24% + 19%).

To learn something about books for children and teenagers is quite irrelevant (3%) and it's 6% of girls that claim it is very important against 7% of boys that claim it is important for them. Only 3% of girls claim to know sites where they can read fiction. No boys do so. As to the recommended websites, they have little to do with intercultural education, children's fiction or the promotion of reading.





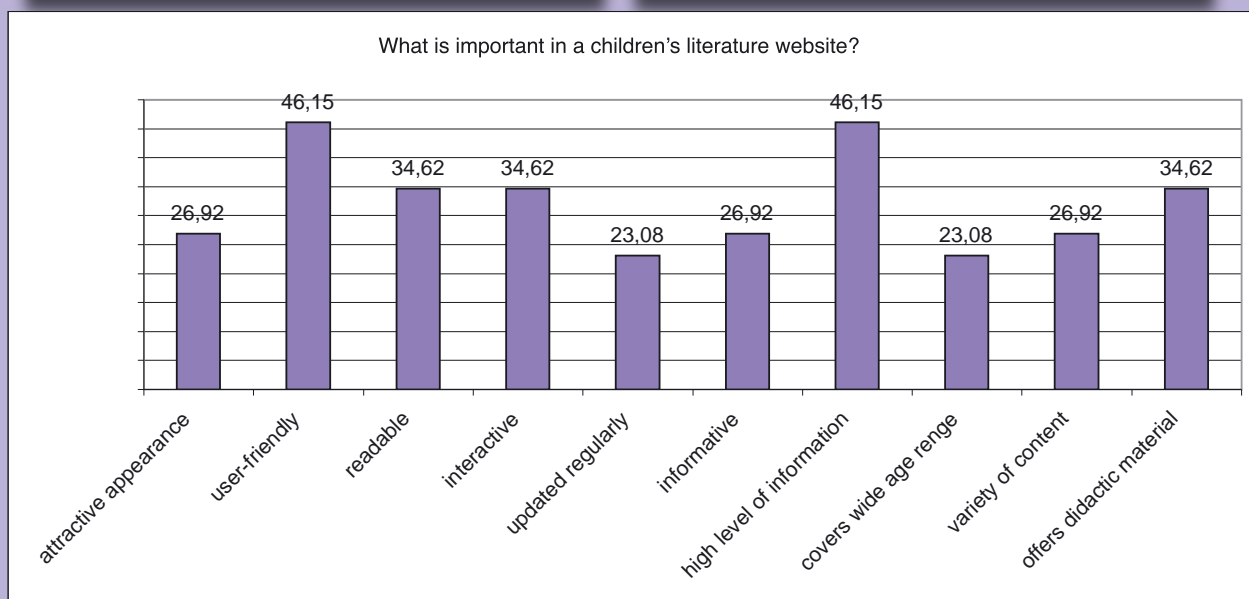
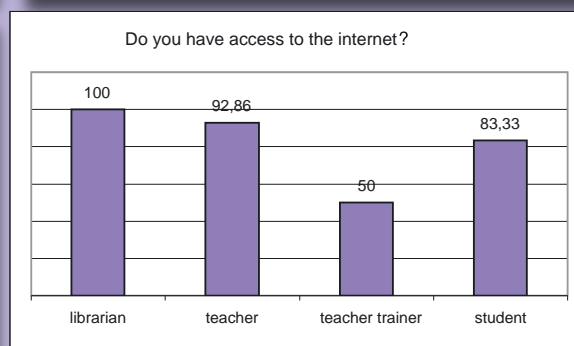
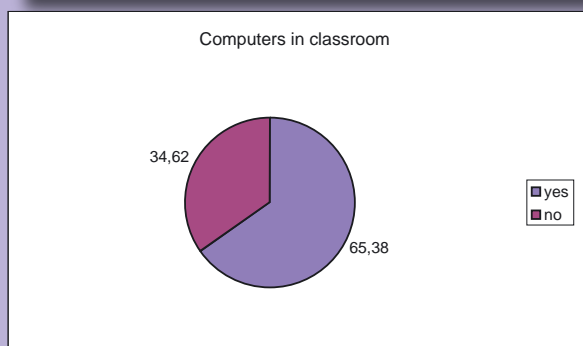
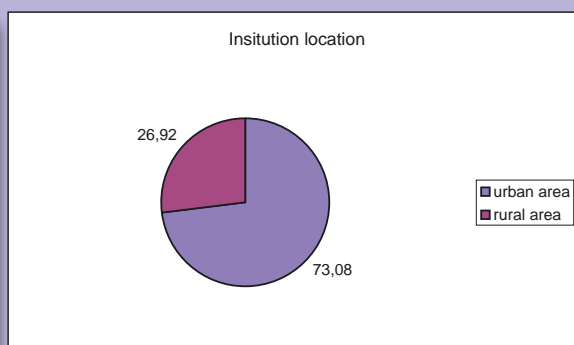
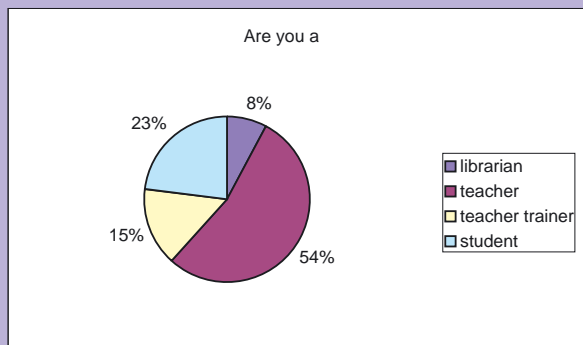
Of the websites mentioned, these are some that may be relevant for the survey:

www.assustador
www.beinbirmingham.com
www.dusseldorf.de
www.english-heritage.co.uk
www.gotobelfast.com
www.microjogos.pt
www.seeglasgow.com
www.visitliverpool.com

www.baixaki.br.com
www.debaixodoxofoorro.pt.vu
www.edinburgh.org
www.escolavirtual.pt
www.kidsdomain.com
www.oxford.gov.uk
www.tuning.online.com
www.visitlondon.com

www.barfie.au
www.destinationmanchester
www.englishbanana.com
www.gentejovem.pt
www.lake-district.gov.uk
www.searajovem.com
www.visitcardiff.info
www.witch.pt

Educationalists



53% of the educationalists questioned were teachers; 23% were student teachers, 15% were teacher trainers and only 8% were librarians. All librarians have computers in their classrooms, but only 50% of teachers, 75% of teacher trainers and 83% of student teachers. Access to the internet in the classroom is available for 43% of teachers, 25% of teacher trainers and 33% of student teachers; access in the public library for teachers is 64%, for teacher trainers 75% and for student teachers 33%; librarians have 100% access in the public library and at home, but only 50% in at work. Teacher trainers also claim to have 100% access to the internet both at work and at home. Teachers have 57% access at work and 71% at home; students have no access at home and 67% at school.

Experience in using highlighted websites is 100% for librarians, 50% for teachers, 25% for teacher trainers and 0% for student teachers. For all librarians (or school teachers that work in school libraries) the most important features of a literature website are readability (100%), interactivity (100%), regular updating (100%), high level of information (100%) and the possibility of covering a wide age range of subjects (100%). Less important, but still so, are its user-friendliness (50%) and the high level of information provided (50%).

For teachers clear conclusions are not as easily reached: the major features they highlighted were the user-friendliness of the websites (57%), their high level of information (57%) and the fact that they offer didactic material (57%). Next is 'variety in content' (36%) followed by 'attractive appearance', 'readable', 'interactive' and 'covers wide age range' (all 29%).

Teacher trainers highlighted readability (50%) as the most important aspect, followed by attractive appearance, user-friendliness, interactivity, regular updating, information and high level of information (all 25%).

Student teachers considered attractive appearance, user-friendliness, interactivity, and variety of content (all 33%) as the most important aspects, followed by readability, information, high level of information and offering didactic material (all 17%).

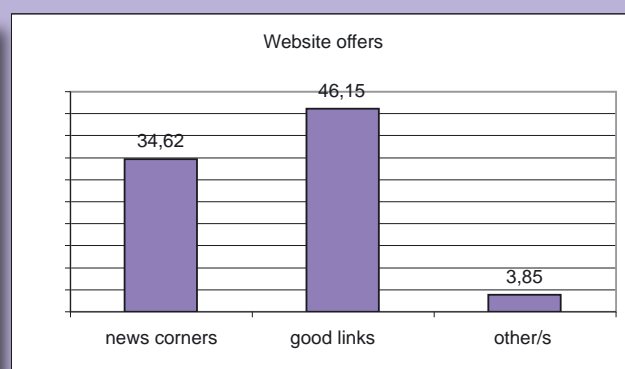
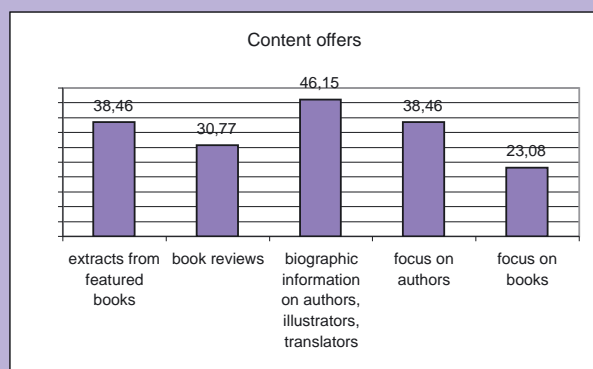
In terms of content, librarians favour extracts from featured books, book reviews, biographical information on authors, illustrators and translators, focus on authors and on books, while over half the teachers (57%) prefer good biographical information on authors, illustrators and translators and extracts from featured books (43%), followed by focus on authors (36%) and book reviews and focus on books (both 29%).

Half the teacher trainers highlight the focus on authors and book reviews, followed by biographical information on authors, illustrators and translators. For them extracts from featured books and focus on books are not important (0%).

Student teachers prefer extracts from featured books (33%), followed by biographical information on authors, illustrators and translators (17%) and focus on authors (17%).

As to other aspects of websites, librarians, half the teachers, a quarter of the teacher trainers and half the student-teachers agree on the need for good links (100%, 50%, 25% and 33%) while half the teachers also refer the need for news corners (50%) and 25% of teacher trainers and 17% of student teachers do so.

When asked whether the books represented on the websites respected other cultures in non-stereotypical ways only teachers answered, saying that 21% did.



It was also only teachers who answered that 14% of their institutions had their own website containing information on children's literature.

Teachers recommended the following websites:

<http://alfarrabio.di.uminho.pt/vercial/infantil/contos.htm> www.app.pt
www.bbc.co.uk/school/laaa/story/sbi.shtml www.bedeteca.com/index.php?pageID=bdideal www.berenstainbears.com/slideshow/rapids.html www.bygosh.com/kidsstories.htm
www.cantinhodateresa.no.sapo.pt www.docedeletra.com.br
www.editorialverbo.pt/default.asp?s=124 www.fonteseducacaoinfantil.org.ler
www.fundacionsr.es www.graudez.com.br/litinf
www.getlyrical.com www.geocities.com/enchantedforest/4900/estorias.htm
www.historiadodia.pt www.instituto-camoes.pt/cvc
www.ipn.pt/literatura/infantil/links.htm www.junior.te.pt
www.leapingmatch.com/en/story.php www.maderazines.com
www.magickeys.com/books/ www.minerva.uevora.pt/pre1ciclo/portugues.htm
www.minutosdeleitura.pt www.min-cultura.pt/Miudos/Estoria.html
www.nea.com www.nonio.uminho.pt/netescrita
www.portoeditora.pt www.sitiodosmiudos.pt
www.storiesfromtheweb.org/stories/index.htm www.textoeditora.pt
www.uma-aventura.pt www.unmuseum.org/err/index.htm

In Romania the questionnaires for students have been applied in 3 different state schools, 1 from Bucharest, 2 from smaller towns. No village schools have been involved in the survey, but as far as is known around 10% of the students in villages have an internet connection.

Having studied the surveys on the 4 types of questionnaires for the 3 groups of children aged 8-10, 10-12, 12-14, as well as the questionnaires for the educationalists, this is what I have observed:

Participants in the study: – more girls than boys:

➤ **8-10 year-olds:** 92 students – 49 girls; – 43 boys

Internet users: girls: 77.55% boys: 88.64%

➤ **10-12 year-olds:** 86 students – 42 girls – 49% 44 boys – 51%

Internet users: girls: 77.55% boys: 88.64%

➤ **12-14 year-olds:** 86 students: – 49 girls – 56.98% 37 boys – 43.02%

Internet users: girls: 81.63% boys: 75.68%

➤ 100% of the children are Romanian and have Romanian as their mother tongue.

➤ 100% of the students have learned to use the internet at school having paid for computer classes, which at this age are not in the national curriculum.

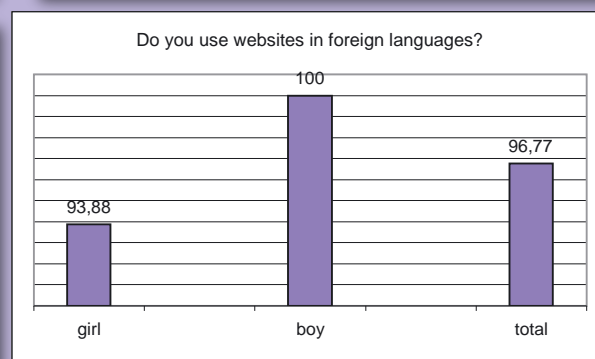
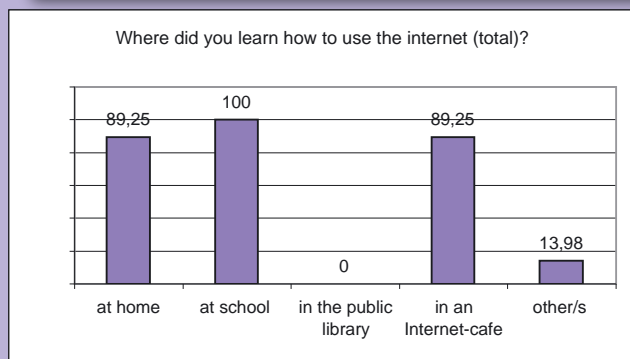
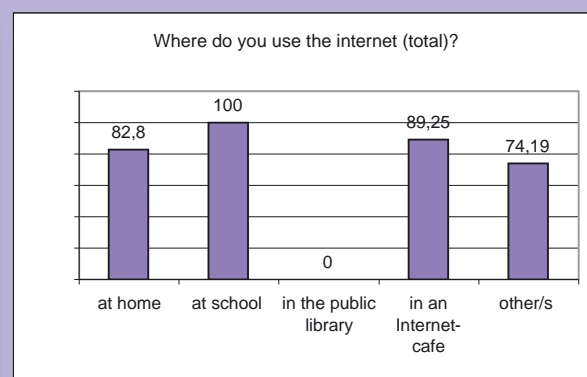
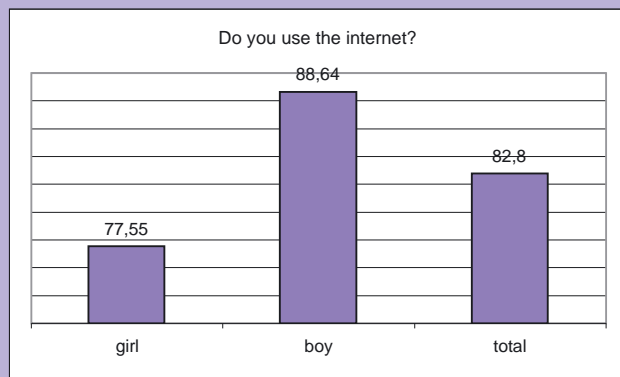
➤ 100% of them use computers at school, and 80-95% at home.

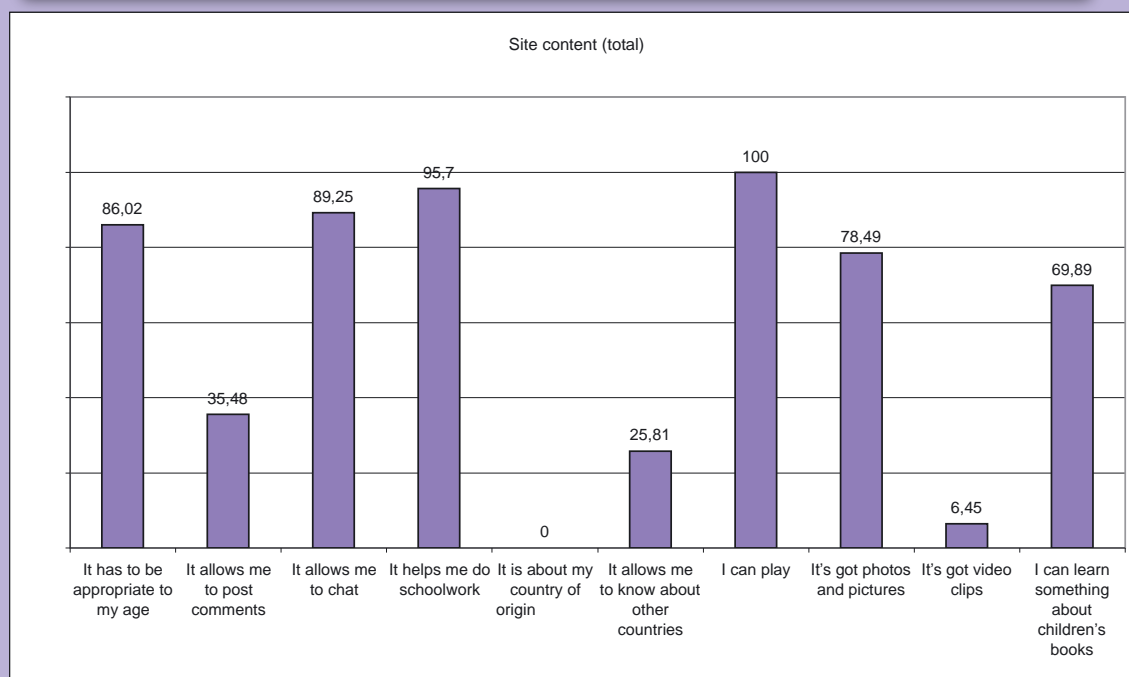
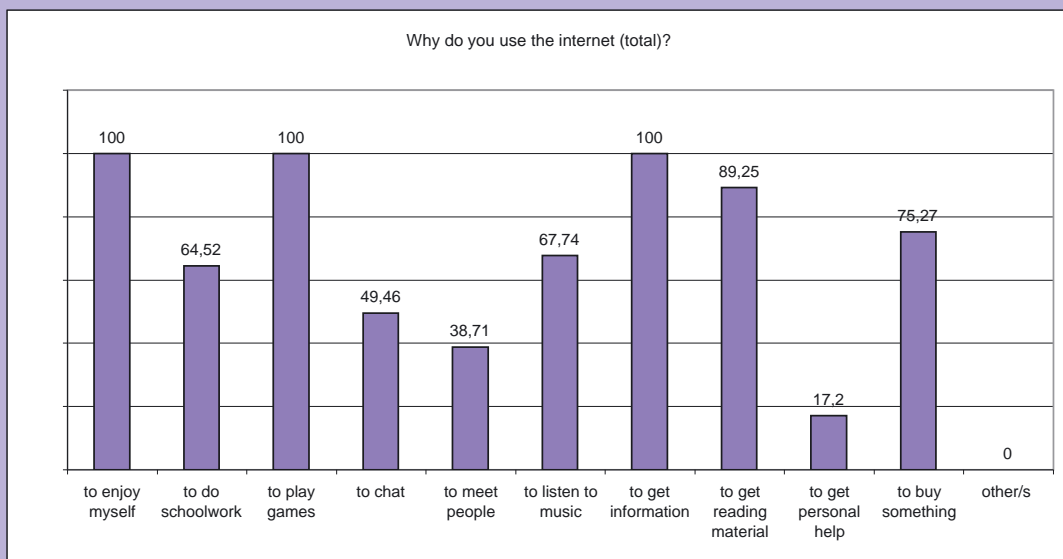
➤ The internet café is used by 8-10 year olds, around 89.25%; it decreases to 58.14% for 10-12, and increases to 100% to 12-14 year olds.

➤ NO student uses a computer in the public or school library.

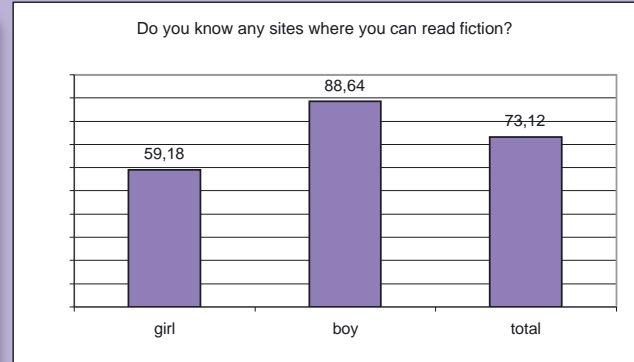
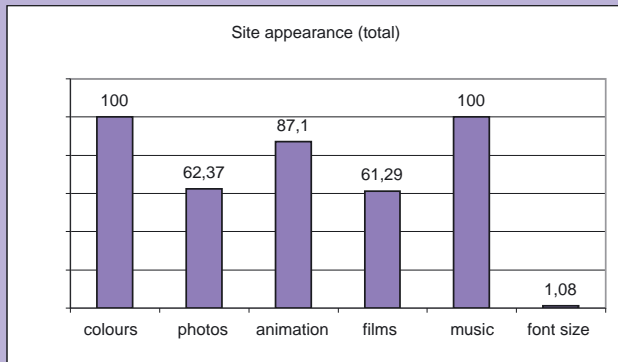
8-10 years

All results are %.



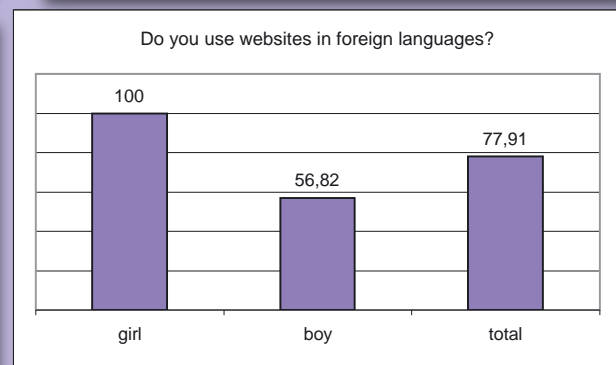
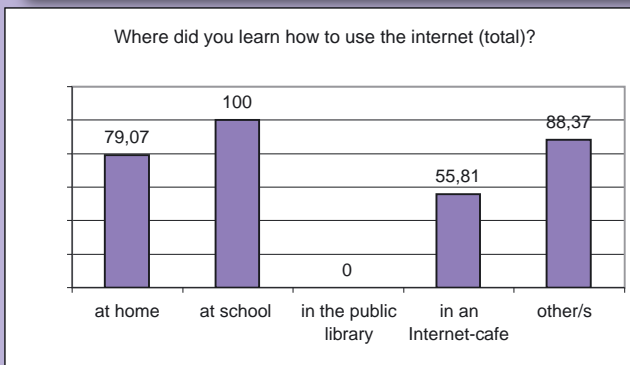
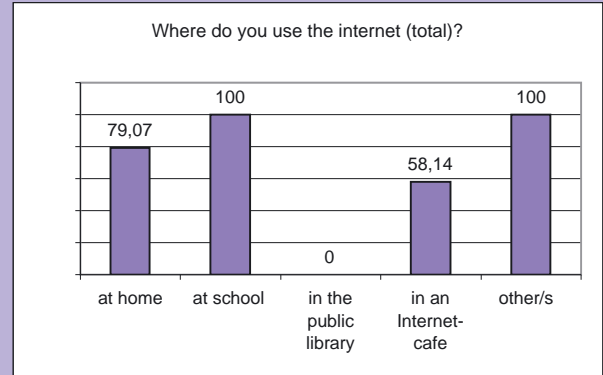
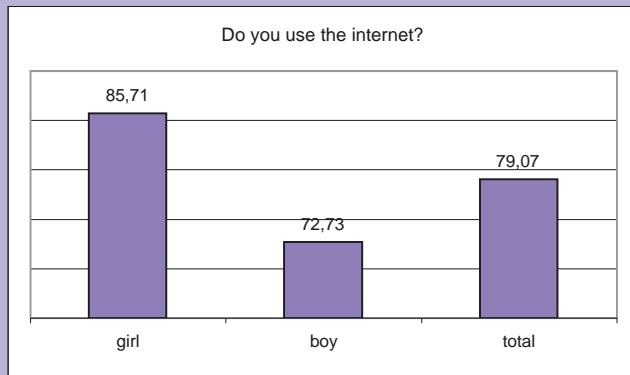


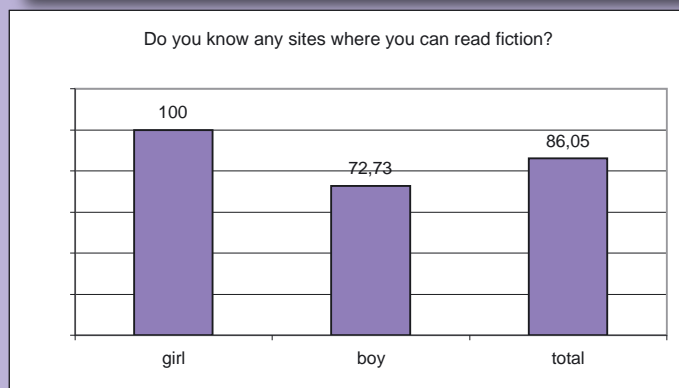
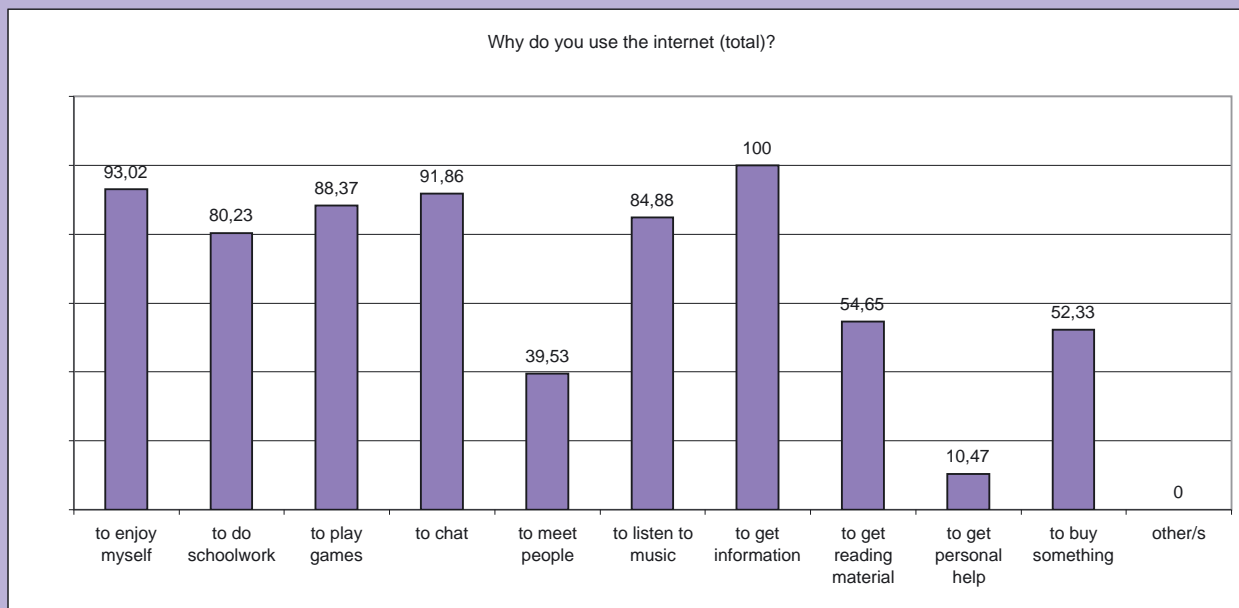
- Students in all groups still use the internet to play – 100%; to get information – 100%; for school work – 80%.
- The interest in reading material is as follows: 89.25% mostly boys, for 8-10 year-olds, the interest decreases to 54.65% mostly girls, for 10-12 year-olds and increases again to 68.60% mostly girls, for 12-14.



► The use of websites in foreign languages decreases with age: 96.77% for 8-10 year-olds, 77.91% for 10-12, 65,12% for 12-14 year-olds.

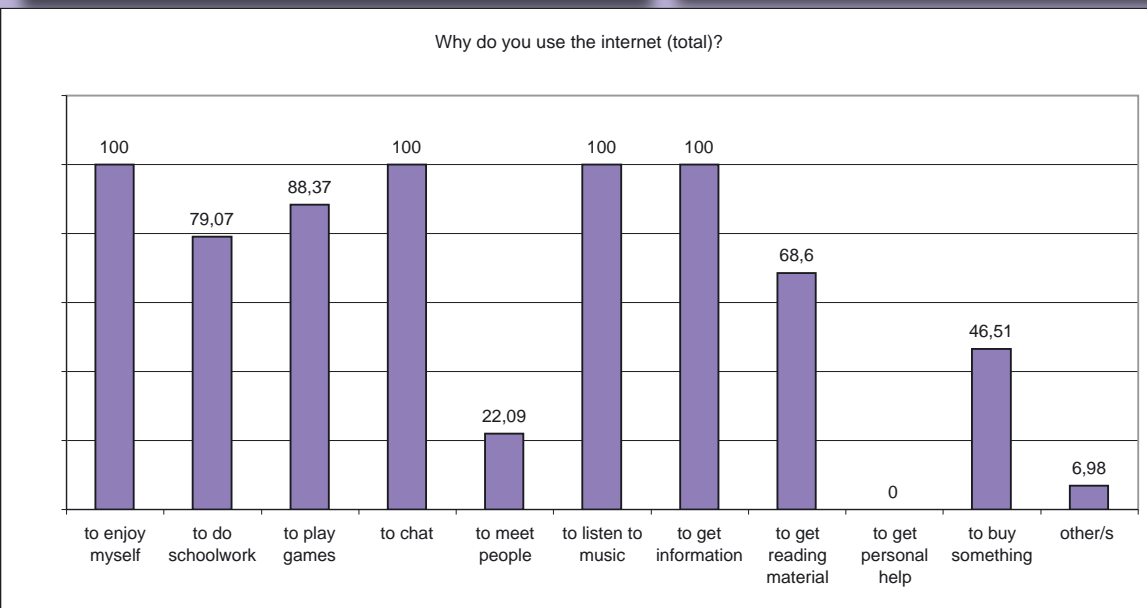
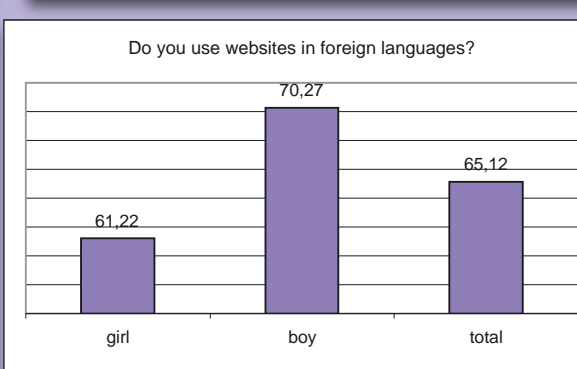
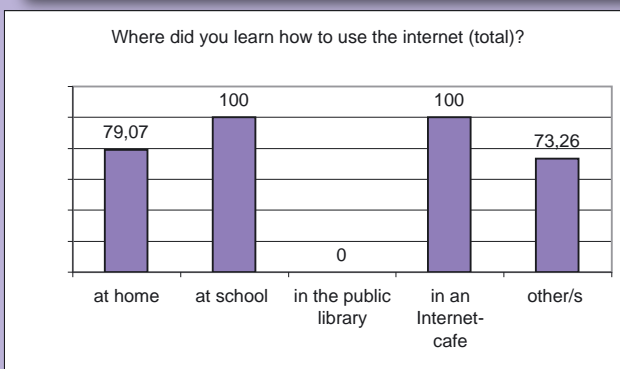
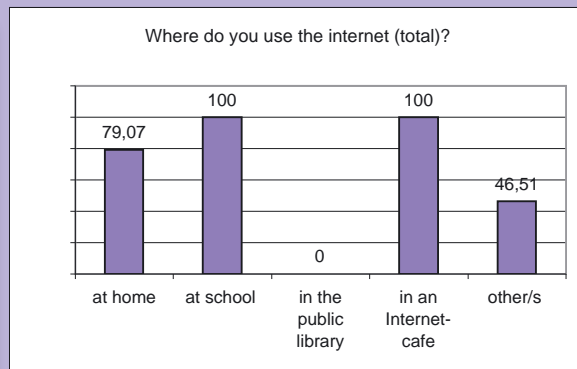
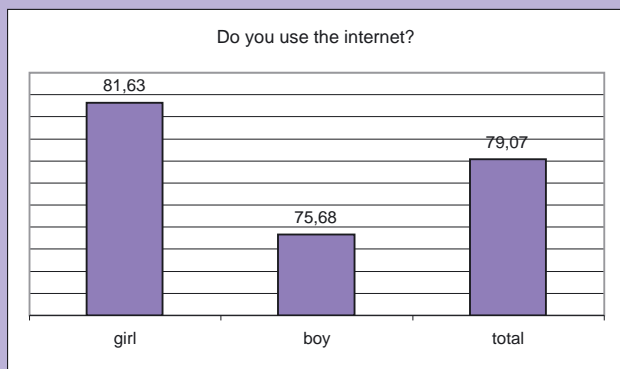
10-12 years

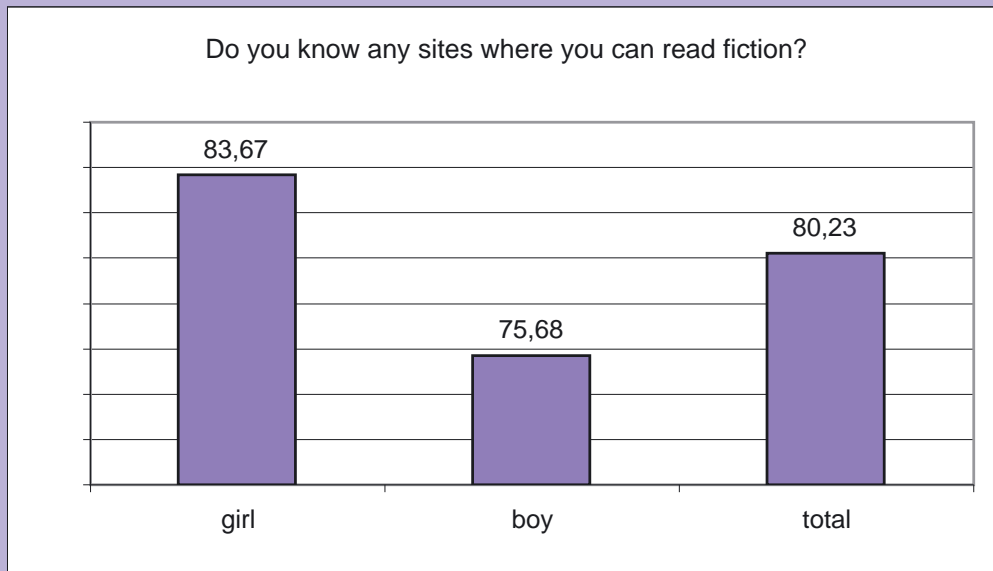




- Reading promotion and intercultural education through the internet are only slightly encouraged by foreign languages teachers in Romanian schools and are non existent in libraries.
- Still there is an interest among young primary and secondary school teachers I have contacted to use the sites when the data base is active.
- When it comes to site appearance the interest looks like this: colors, music – 100% of 8-10 year-olds, 80% of 10-12, while the 12-14 appreciate photos and music.
- In site content what interests them is: to play – 100% of 8-10; to do their homework 60.47% and photos + video clips 72.09% of 10-12, while the 12-14 year-olds are interested in video clips and chat.
- As for websites where they can read fiction, 73.12% of 8-10, 86.05% of 10-12 and 80.23% of 12-14 year-olds are familiar with these sites.
- When it comes to finding out more about children's books the interest decreases with age: 69.89% of 8-10 year-olds, 6.98% of 10-12, 0% of 12-14 year-olds.

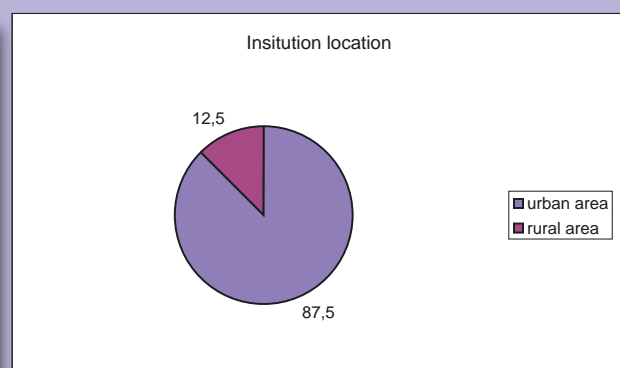
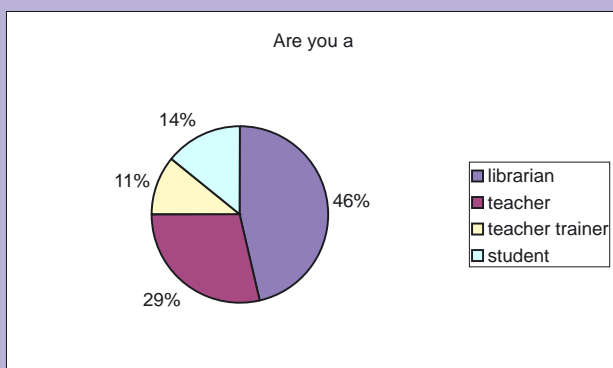
12-14 years

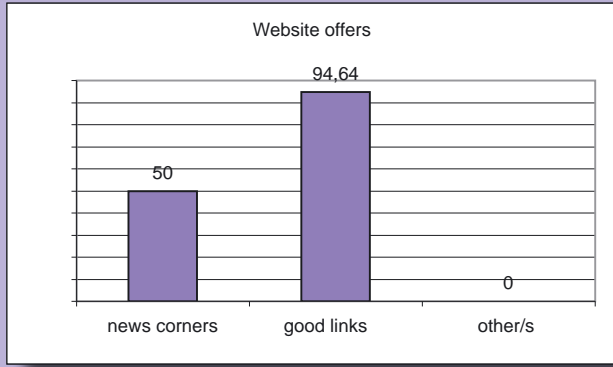
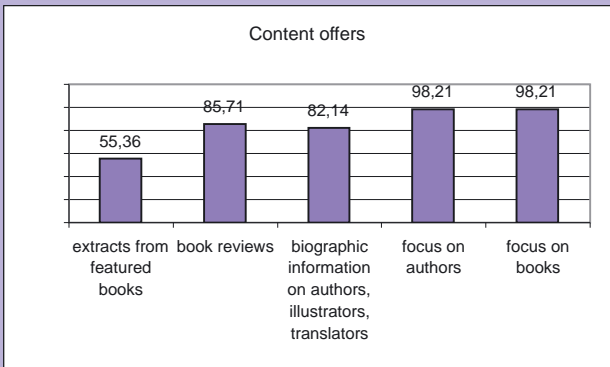
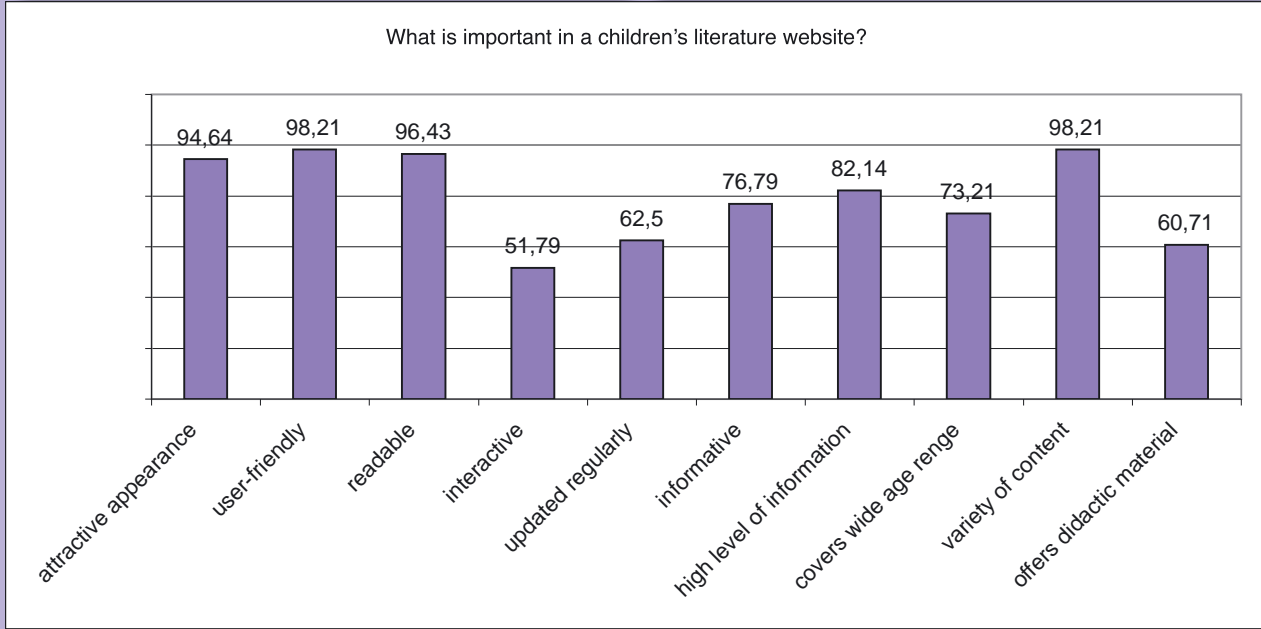
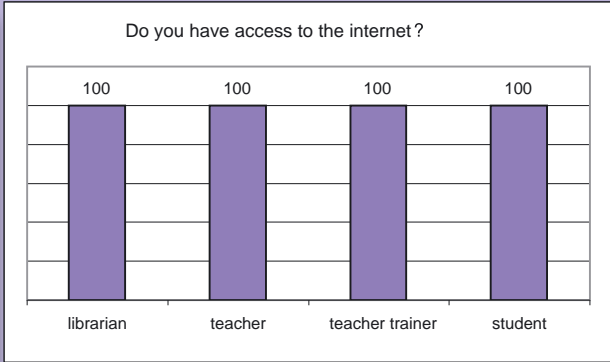
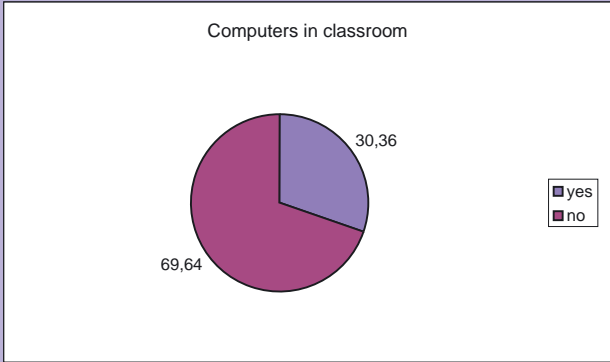




- The educationalists participating in the study 56 teachers, librarians and students from all over the country: 46.43% librarians, 28.57% teachers, 10.71% teacher trainers and 14.29% students.
- 73.08% of the educationalists who answered come from the urban area.
- 100% of the students and teachers have an internet connection at home.
- Experience with children's websites at work affects: 65.38% of the librarians, 100% of the teachers and teacher trainers.
- What educationalists find important in children's literature websites are: appearance, user-friendliness, readability, variety of content, high level of information.
- The content should offer good links and should focus on authors and books.
- Educationalists consider that the books represented on the websites respect other cultures in a non-stereotypical way.
- Only 7.69% of the libraries have their own website related to children's literature.

Educationalists





The main situation that needs attention, in my opinion, is the lack of involvement of public and school libraries in students' reading activities as NO student uses the public library for internet use. Librarians are only present in children's lives when they borrow books, and are not consulted for advice on internet websites related to children's literature.

Most of the information children and teenagers have related to fiction websites comes from teachers, parents and friends.

Although some students are familiar with literature websites they only use them for homework, studies on authors and summaries for the literature class.

There is no major interest among these age groups in literature websites. The reason for this is, I think, that students have not been shown and encouraged enough and told about the benefits of internet when it comes to literature and learning.

Most of the children don't read fiction on the internet and neither do most of the librarians.

Most school libraries do not have an internet connection and librarians do not have ICT skills so they are not of much help to students.

Most of the teachers and student teachers familiar with ICT learning, and websites containing children's literature/fiction, are teachers of English or future teachers of foreign languages.

Action to be taken:

- Raise children's and adults' awareness that the internet is a good tool for reading even though they don't read in the traditional way.
- Organize training seminars for librarians and teachers to teach them how to help children with the internet. Also involve teachers of all subjects in using websites for teaching in a more fun/interesting way so that is attractive to students who are big fans of the internet.
- Recommend to students sites containing literature suitable to their needs, interests and age.
- Romanian and English teachers could recommend sites containing compulsory pieces of reading that students need for their exams, also commenting on the main points and characters - for use in the national exams.
- For the students interested in literature there is a need for sites containing book chronicles with witty comments to attract them to reading.
- A chat channel dedicated especially to literature: latest books they read, what they liked about them, why they would recommend the books to others.

Context of the Survey

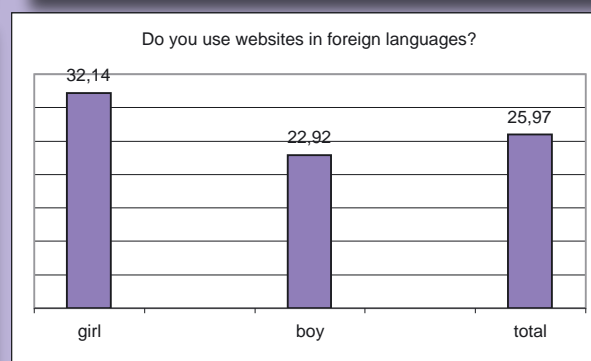
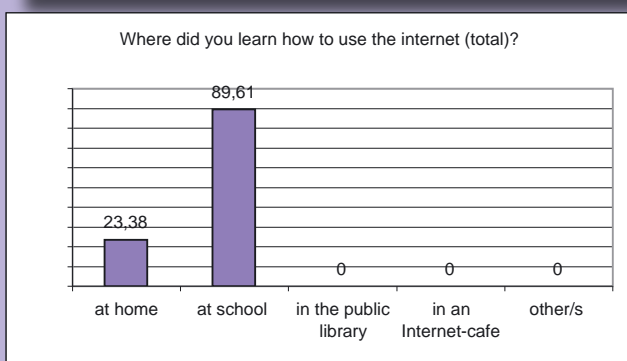
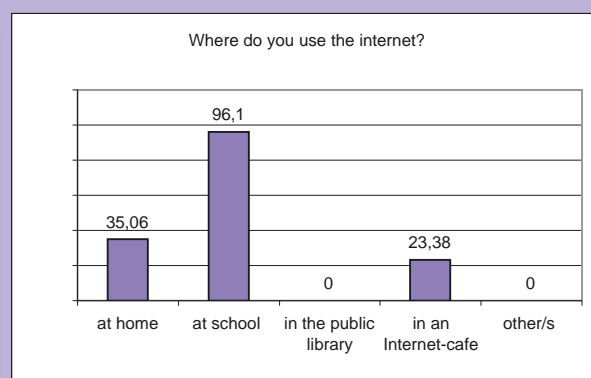
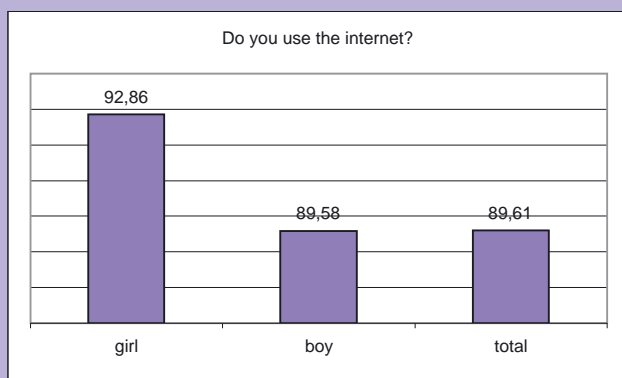
The survey was conducted in two elementary schools: the primary school in Hybe, a village with 1,500 inhabitants, and in the elementary school in Liptovský Hradok, a small town with a population of 10,000 people. The two schools are located in the Liptov region of Central Slovakia. 246 pupils answered the questionnaires: 77 in the age group 8-10, 83 in the age group 10-12, and 86 in the age group 12-14.

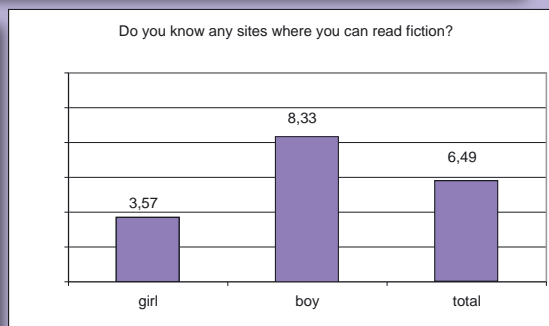
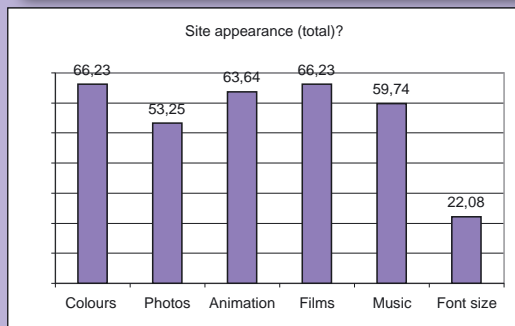
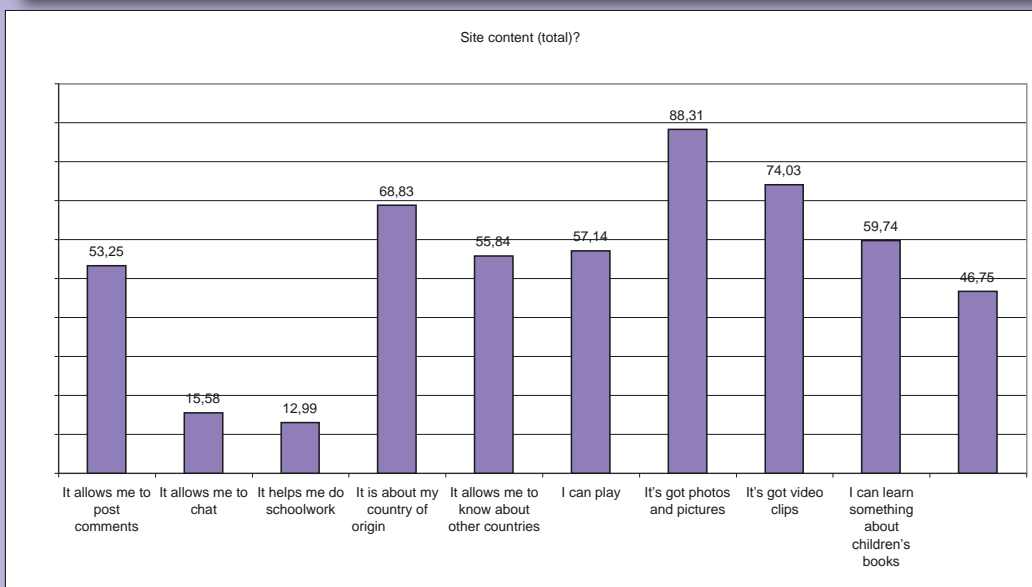
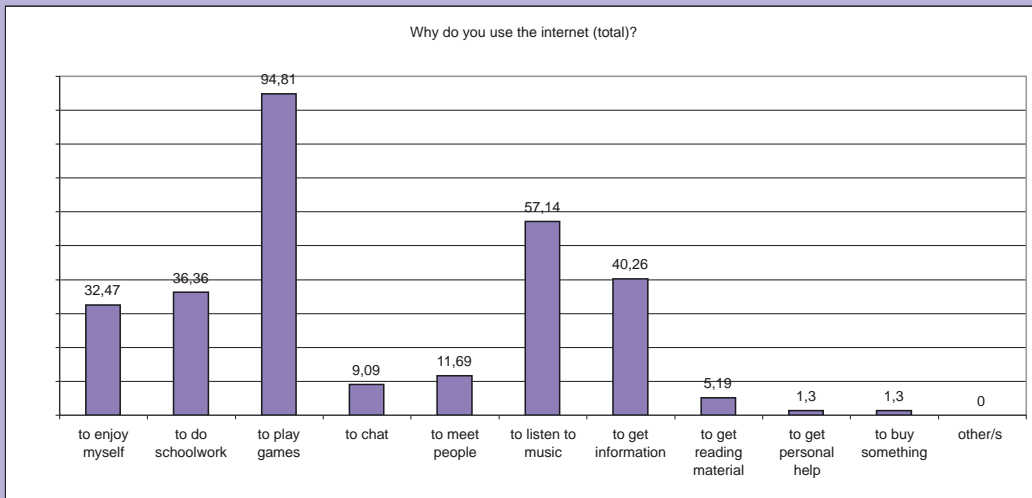
Regarding the questionnaire for educationalists, we contacted about 100 people by e-mail (students at the Faculty of Education, teachers, librarians, and university teachers). But only 30 of them sent the completed questionnaire back to us.

8-10 years

The respondents in this age group were of Slovak nationality with Slovak as their mother tongue (100%). Most of them had access to the internet at school, where most of them also learned how to use the internet. Most important for the children interviewed in this age group are websites where they can play, followed by websites with music, and then websites where they can find material to help them with their homework. For this age group the following criteria when evaluating a website are important: movies, games, photos and images in general. The interest in reading literature on the internet in this age group was very low. Only one of the 77 respondents mentioned a web site where it was possible to read something about children's literature, and this was a publisher's website (Mladé letá).

All results are %.





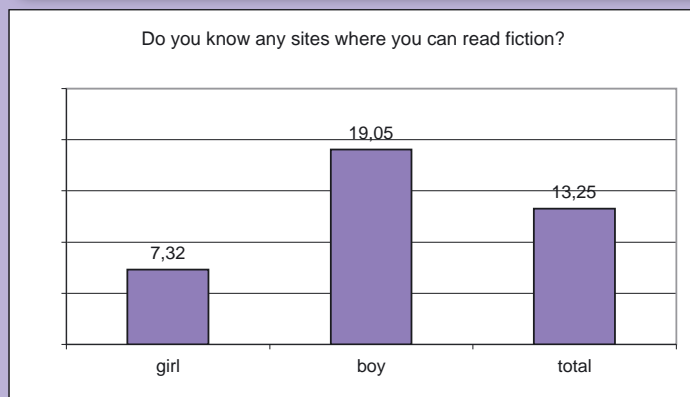
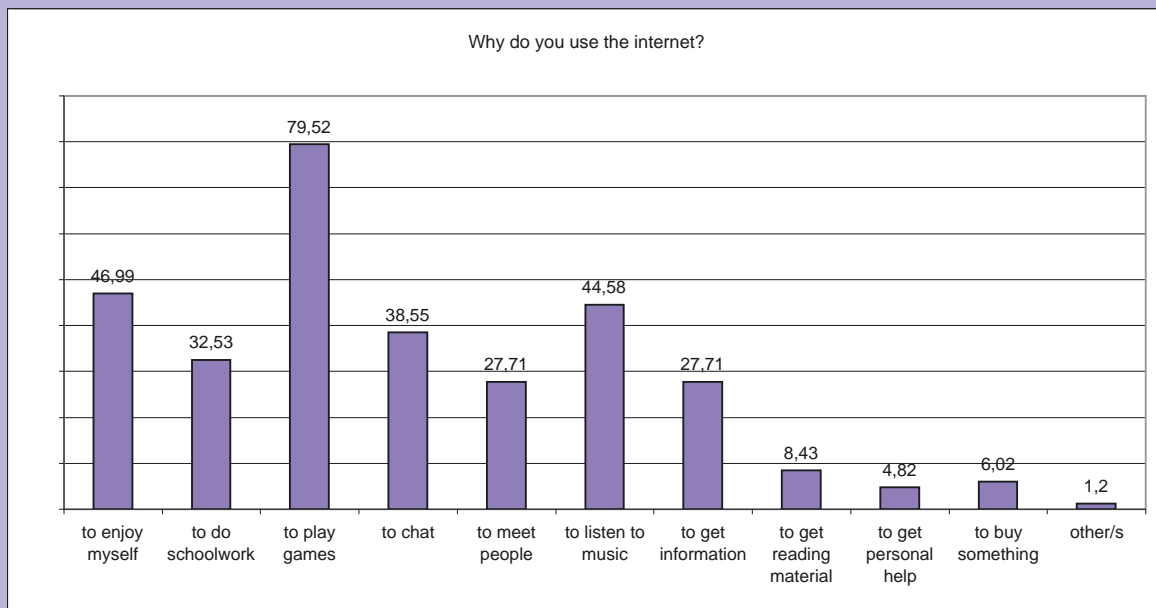
10-12 years

The respondents in this age group were of Slovak nationality with Slovak as their mother tongue (100%). More than 90% of the pupils interviewed in this age group use the internet. Most of them have access to the internet at school (more than 86%), or at home (37%). Very few of the children use the internet at the public library. Concerning the internet use in internet cafés the results for girls and boys are as follows: 30% of boys use the internet in internet cafés, while for girls this percentage is only 10%. For respondents who visit websites in foreign languages the percentage is 27.



In this age group the children prefer websites where they can play (80%). As for the design and content of the websites, 50% of the children answered that websites with music were very important for them as well as websites which offer games. For 50% of pupils, websites about children's and youth literature were not important at all. The most frequently visited websites mentioned by the respondents were:

- Games: www.onlinehry.sk; www.superhry.sk; www.1000her.cz; www.Hry.sk; www.minihry.sk;
- Reality Show: www.stv.sk; www.vyvoleni.sk; www.superstar.sk;
- Communication: www.4ever.sk; www.pokec.sk; www.zoznam.sk;
- Music: www.music.com; www.dekahity.sk;
- Search machines: www.google.sk;
- Children's and youth literature: www.mediaklub.sk;
- www.iuventa.sk; www.ikar.sk; www.potterharry.net

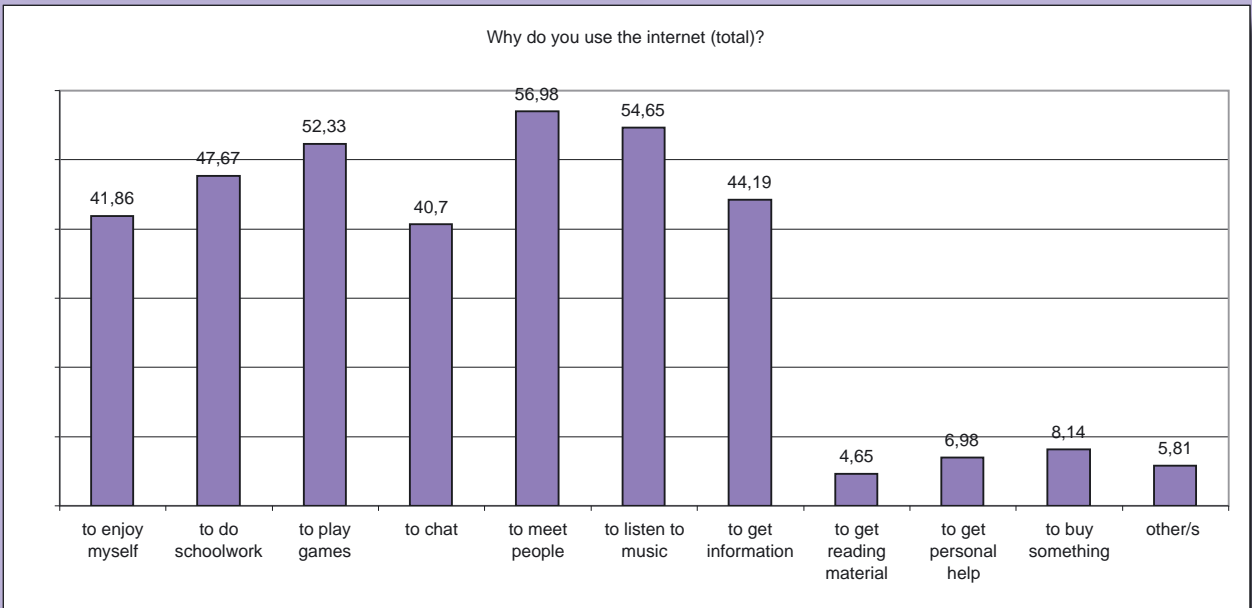
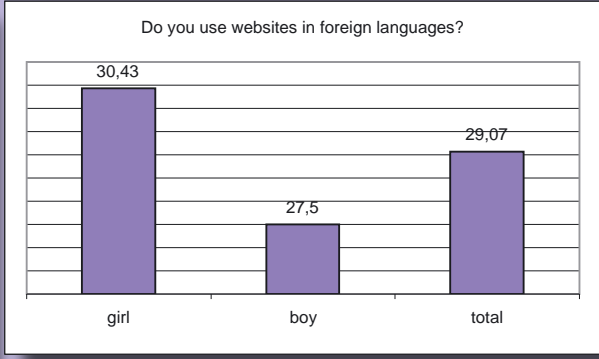
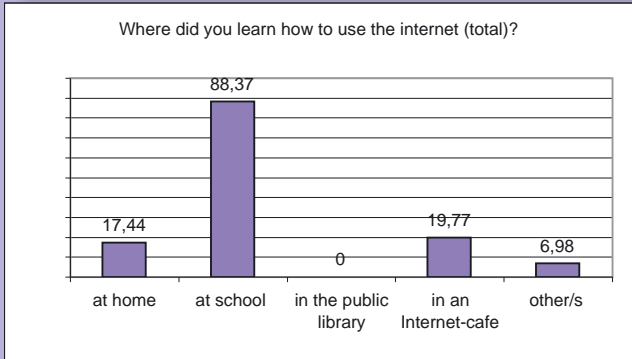
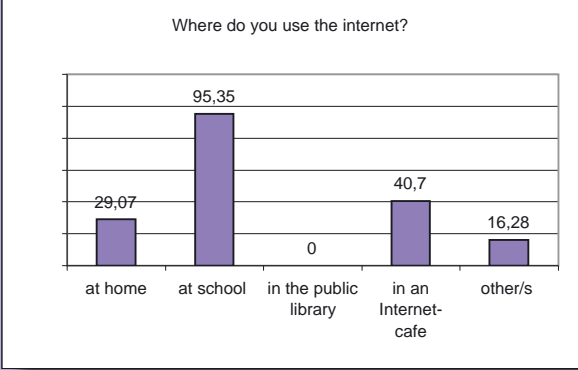
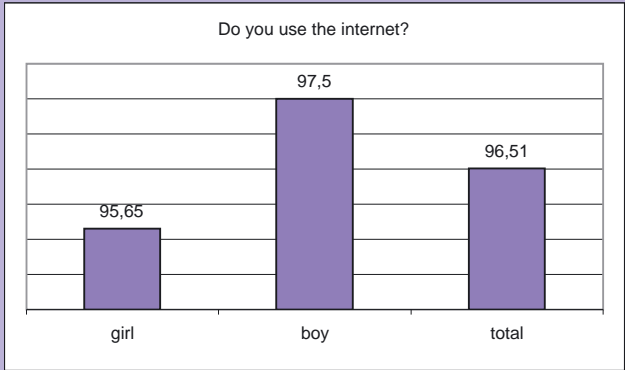


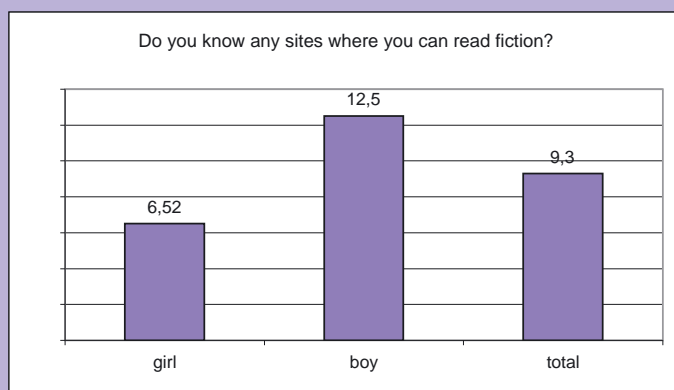
12-14 years

The respondents in this age group were of Slovak nationality with Slovak as their mother tongue (99%). More than 95% of the pupils in this age group use the internet. Most of them have access to the internet at school (95%), and only 30% of the children interviewed have access to the internet at home. A very small number of children use the internet in the public library. Similar answers, to the question about where they learned how to use the internet, were received.

30% of the respondents in this age group visit web sites in foreign languages. Most of the pupils answered that they visit websites where they can meet people (57%) and listen to music (55%). The biggest difference between girls and boys in this age group is that 80% of the boys and only 30% of the girls answered that they use websites where they can play.

Only 5% of the pupils interviewed search on the internet for reading material. As for the design and content of the websites, the most important feature is that the website offers music (60%) and the least important (50%) is the font size.





The biggest difference between boys and girls in this age group is that only 20% of girls think that films on a website are important, while 60% of the boys consider them to be very important. Concerning website content, for 50% of the respondents in this age group it is very important if the site contains video clips. For 30% of the respondents, websites about children's or youth literature are not at all important. The most frequently visited websites mentioned by respondents in this age group are:

Music: www.mp3.com; www.metalblade.de; www.funradio.sk; www.tokiohotel.de; www.kontrafakt.com

Communication: www.pokec.sk; www.orangeportal.sk;

www.post.sk; www.zoznam.sk; www.centrum.sk; www.azet.sk

Games: www.onlinehry.sk; www.superhry.sk; www.1000her.cz; www.gamepage.cz

Search machines: www.google.sk

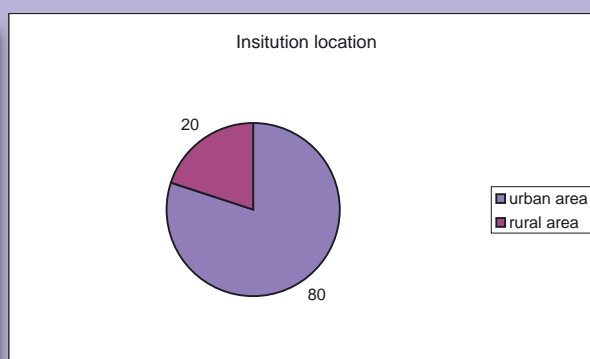
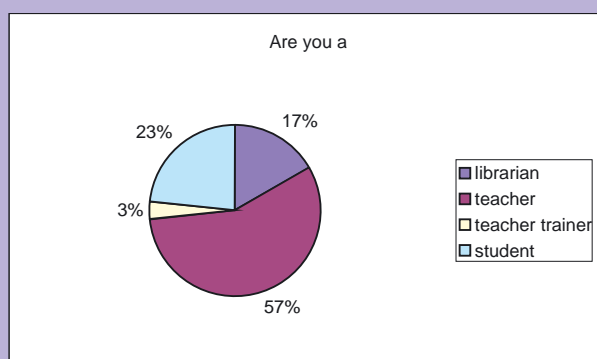
Preparing home work: www.infovek.sk; www.referaty.sk; www.skolahrou.sk

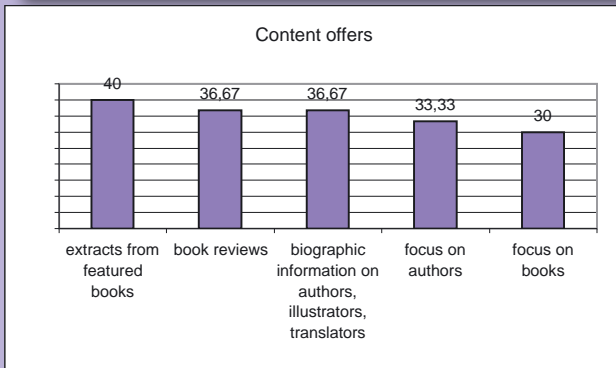
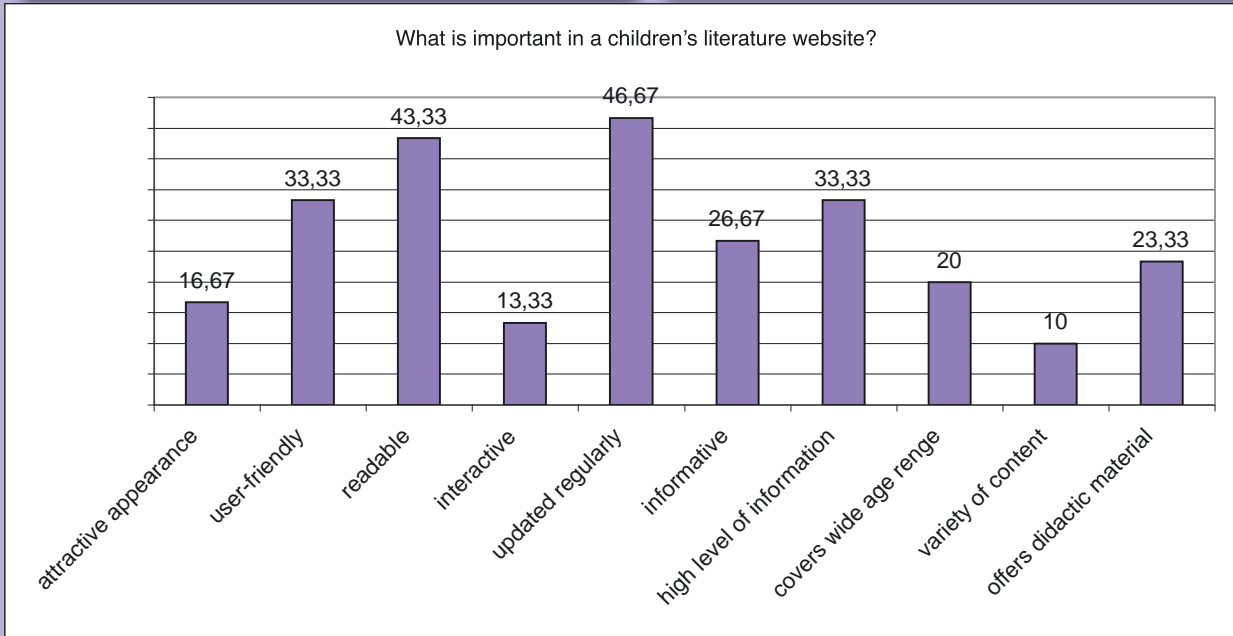
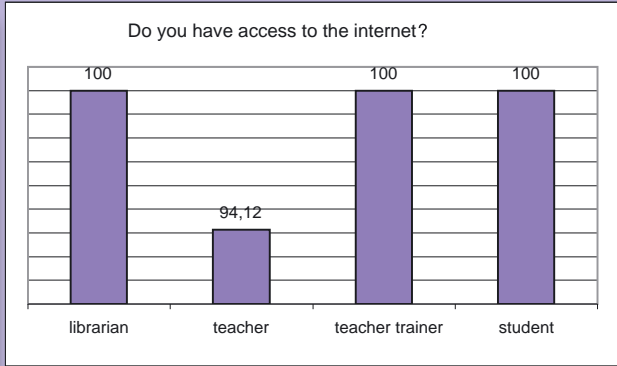
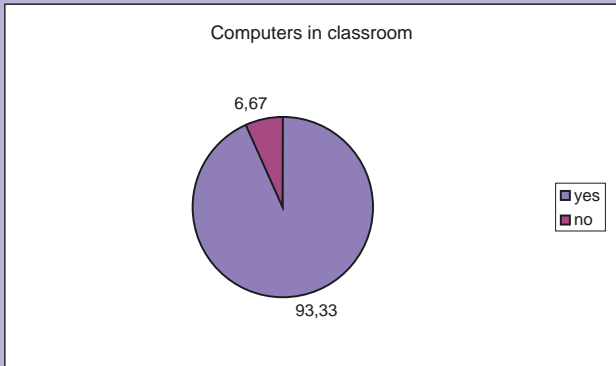
Children and youth literature: www.didaktis.sk; www.zabavnecitanie

Educationalists

According to the answers to the questionnaire, both librarians and university teachers have 100% access to the internet at their work place. The teachers use the internet mainly in the classroom (60%), and the students mainly in the university (70%).

Librarians consider the regular updating of websites especially important (100%), and prefer websites with book reviews (80%) and with biographical information about authors, illustrators and translators (60%).





For teachers web pages giving extracts from books for children are important (40%) as are websites that offer teaching material (30%); for university teachers interactivity and a high quality of information are important; for students it is readability (70%) and extracts from featured books (60%) that are most important. 20% of the respondents have practical experience in the use of websites on children's literature. When listing the websites they used, respondents quoted some for publishers (www.artforum.sk; www.vydavatel.sk; www.Enigma.sk; www.spn.sk; www.ikar.sk; and for cultural and educational institutions: www.culture.gov.sk; www.infovek.sk www.bibiana.SK; www.litcentrum.sk .

Conclusions

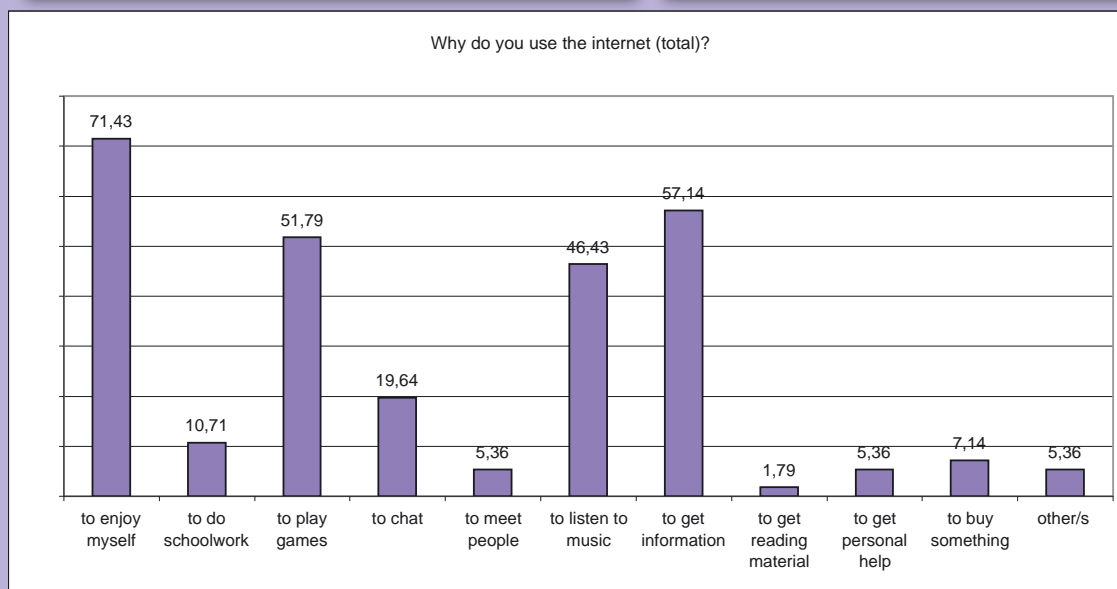
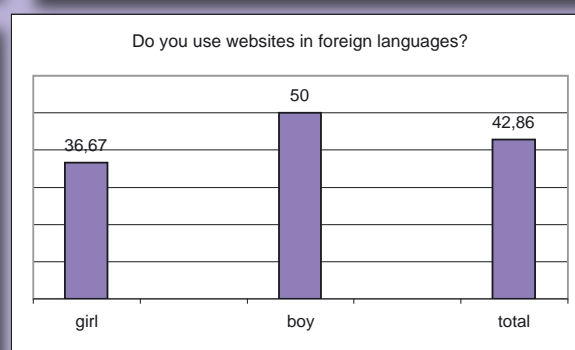
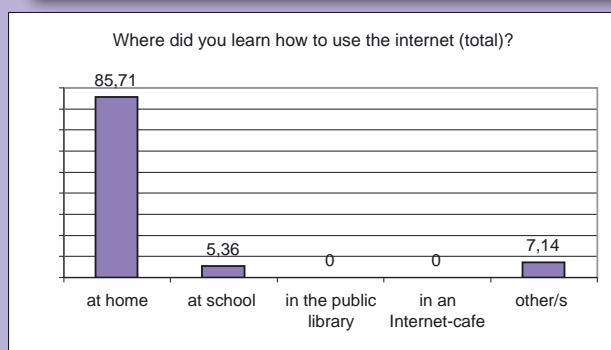
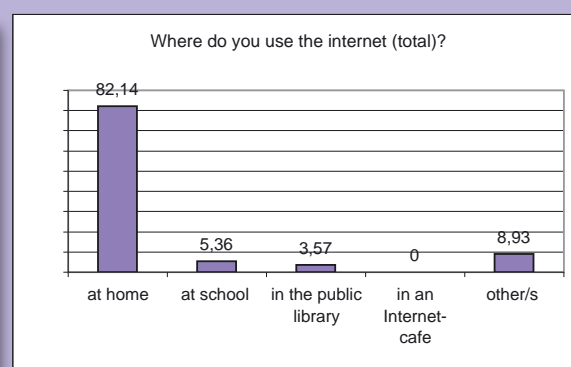
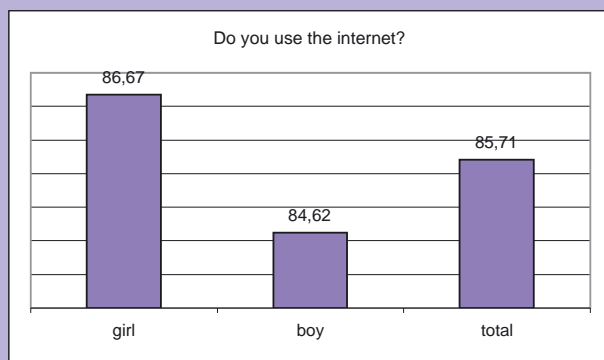
The use of websites for teaching children's and youth literature is not currently satisfactory either for educationalists or for children. In Slovakia there are few quality websites in this field and there is also a lack of information about how to find and use them. An improvement in this situation might come about if projects were developed in Slovakia, in close cooperation with the Ministry of Education and Culture - whose aim is to create specialised websites for children and educationalists in this area. For example, the Department of Slovak Language and Literature at the Pedagogical Faculty of the Comenius University in Bratislava is going to develop a base of specialised portals. This is within the framework of programmes like KEGA and VEGA, and is for teachers of Slovak literature and language as well as for students and children.

Children

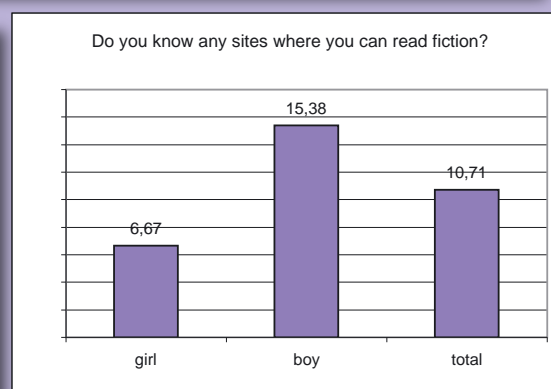
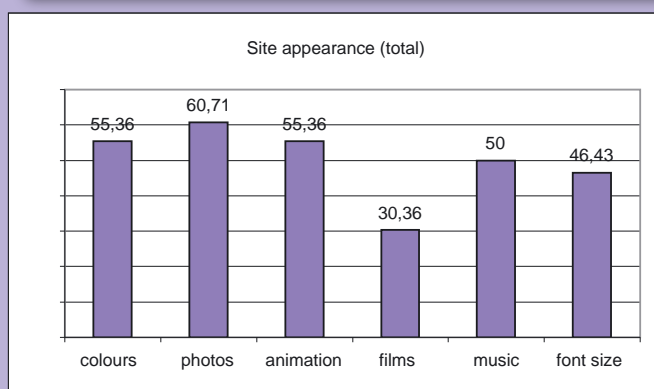
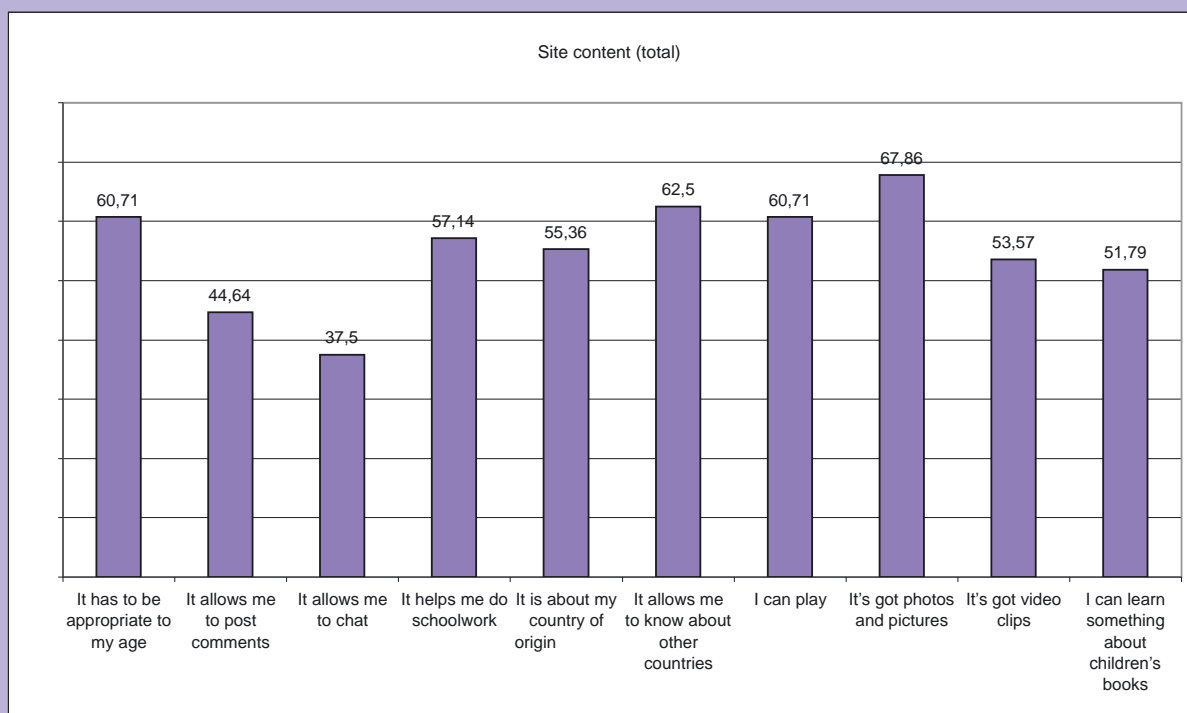
8–10 years

1. Analysis of answers to the questionnaires

All results are %

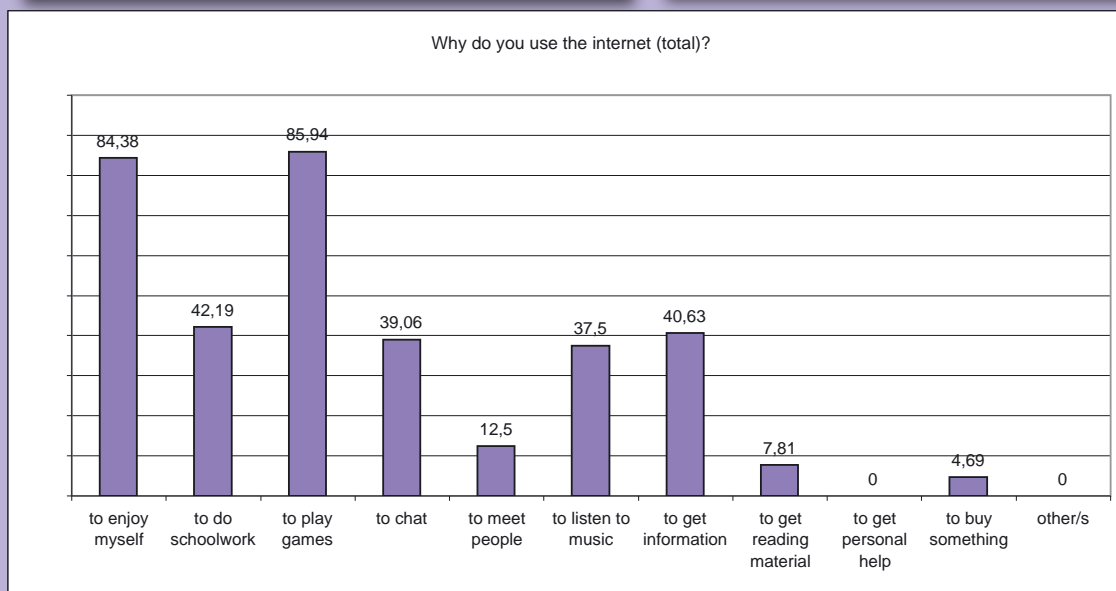
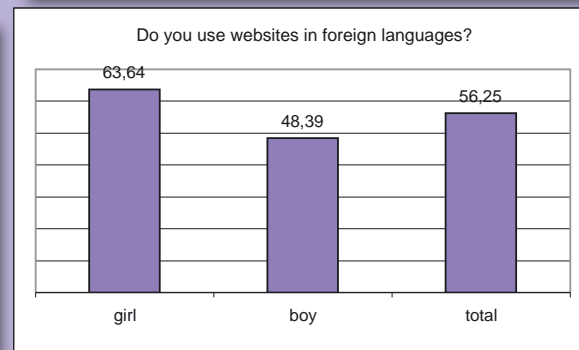
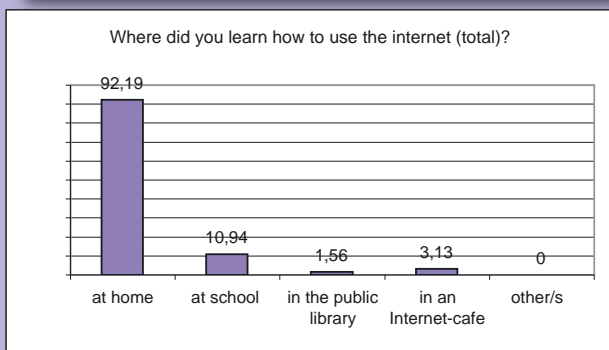
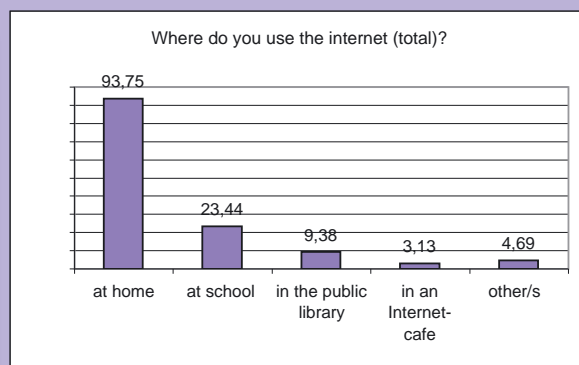
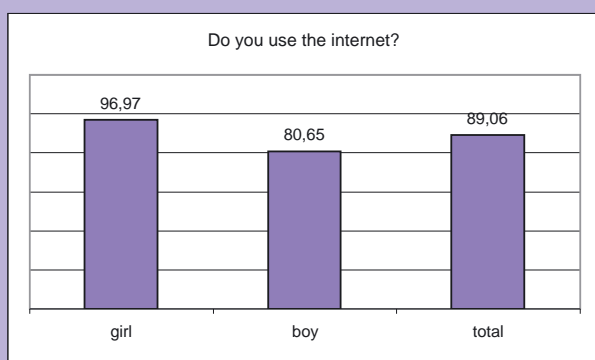


- 1.1. Most of the children interviewed in this age group had Slovenian as their mother tongue (95%).
- 1.2. They mainly use and learn how to use the internet at home.
- 1.3. Children in this age group use the internet mostly to enjoy themselves, to play games, to get information and to listen to music.
- 1.4. There are essential differences between boys and girls in using the internet:
 - 1.4.1. boys use the internet more to do schoolwork, and to buy things.
 - 1.4.2. girls use the internet more to chat, to get information and to get personal help.
- 1.5. Future tasks for educationalists might be: to create attractive educational web pages with photos, pictures, music, games.



10–12 years

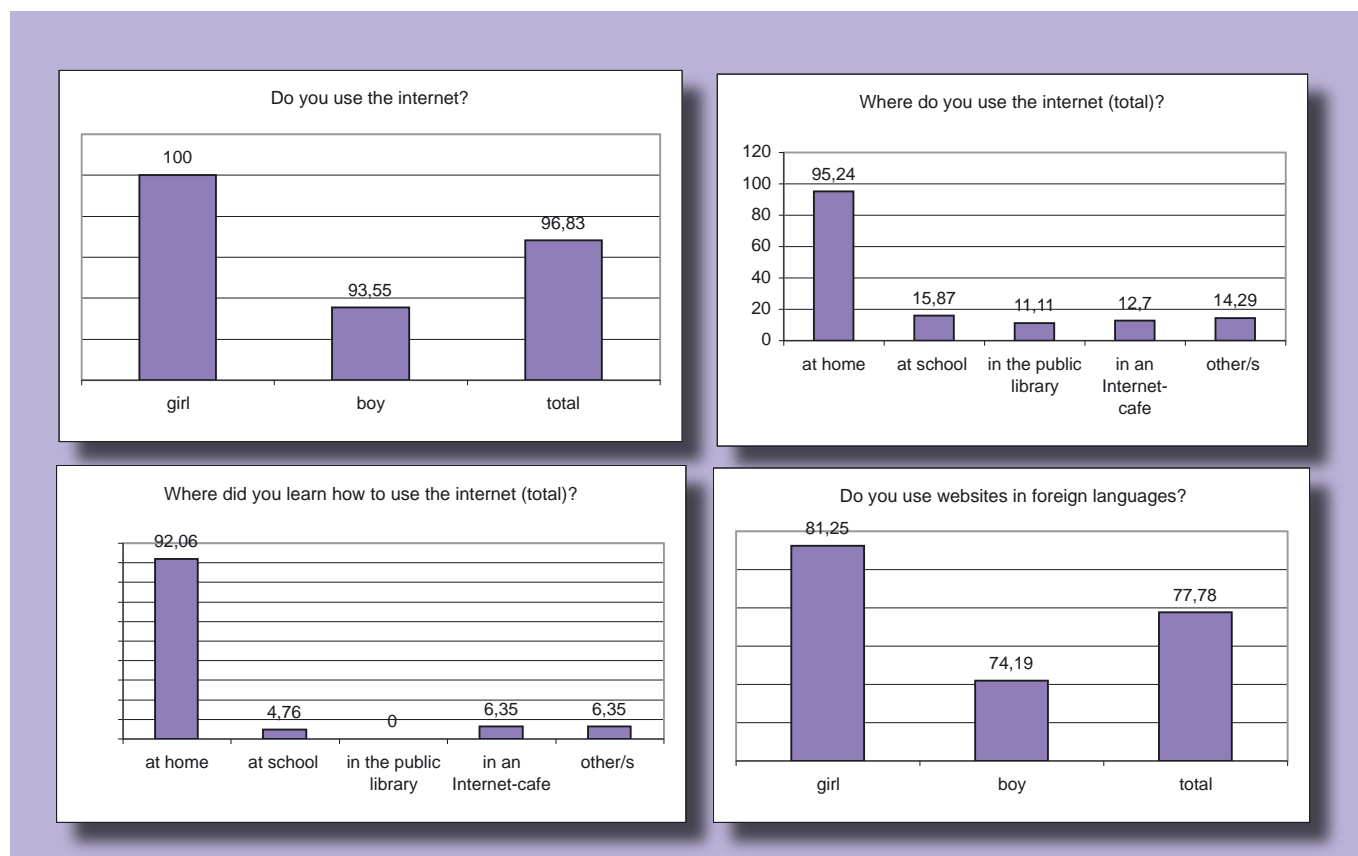
2. Analysis of answers to the questionnaires:



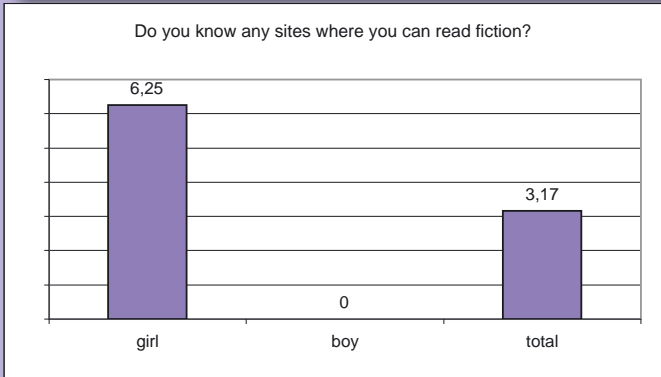
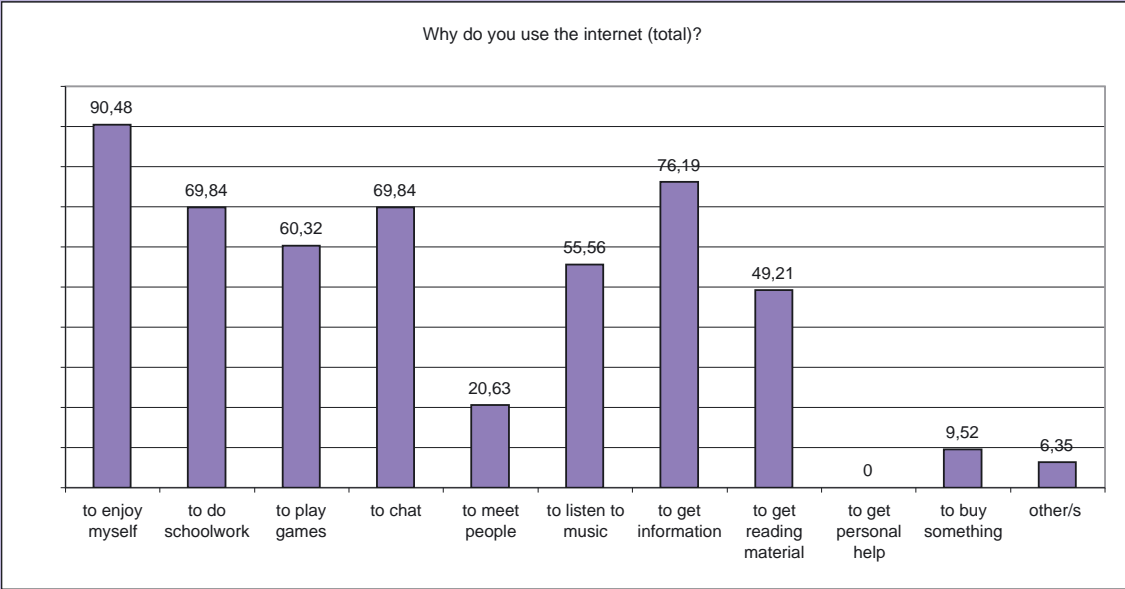
- 2.1. Most of the children interviewed in this age group had Slovenian as their mother tongue (100%).
- 2.2. They mainly use and learn how to use the internet at home.
- 2.3. The children interviewed use the internet to enjoy themselves and to play games.
- 2.4. There are essential differences between boys and girls in using the internet:
 - 2.4.1. boys use the internet more to play games (97%).
 - 2.4.2. girls use the internet more to find reading material and to buy things.
- 2.5. Future tasks for educationalists might be: to create attractive educational web pages with photos, pictures, music, games.

12–14 years

3. Analysis of answers to the questionnaires:

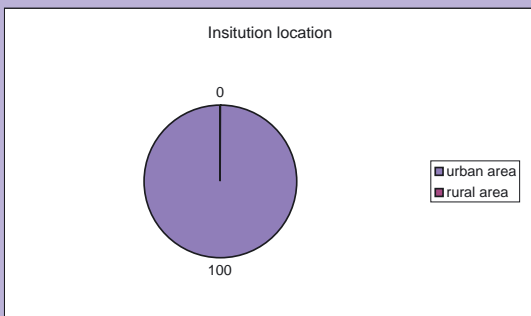
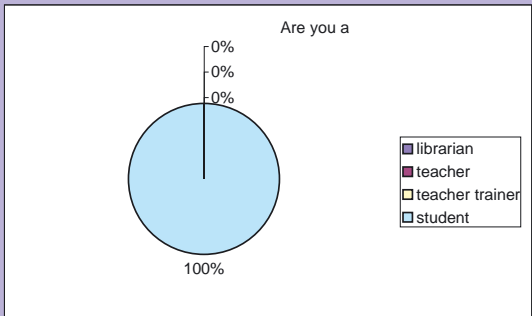


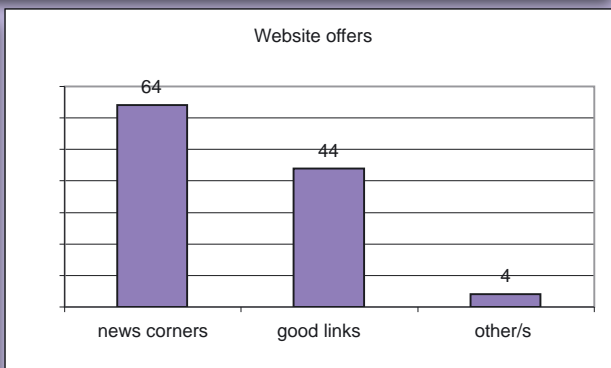
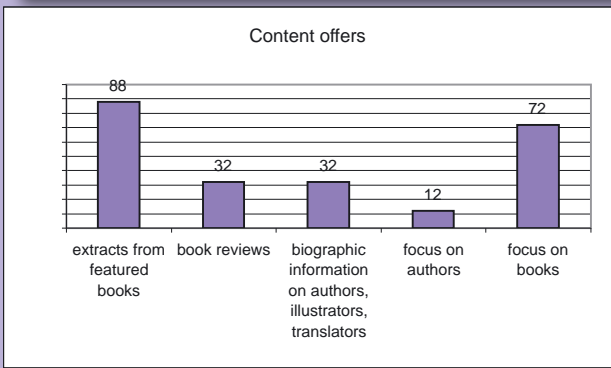
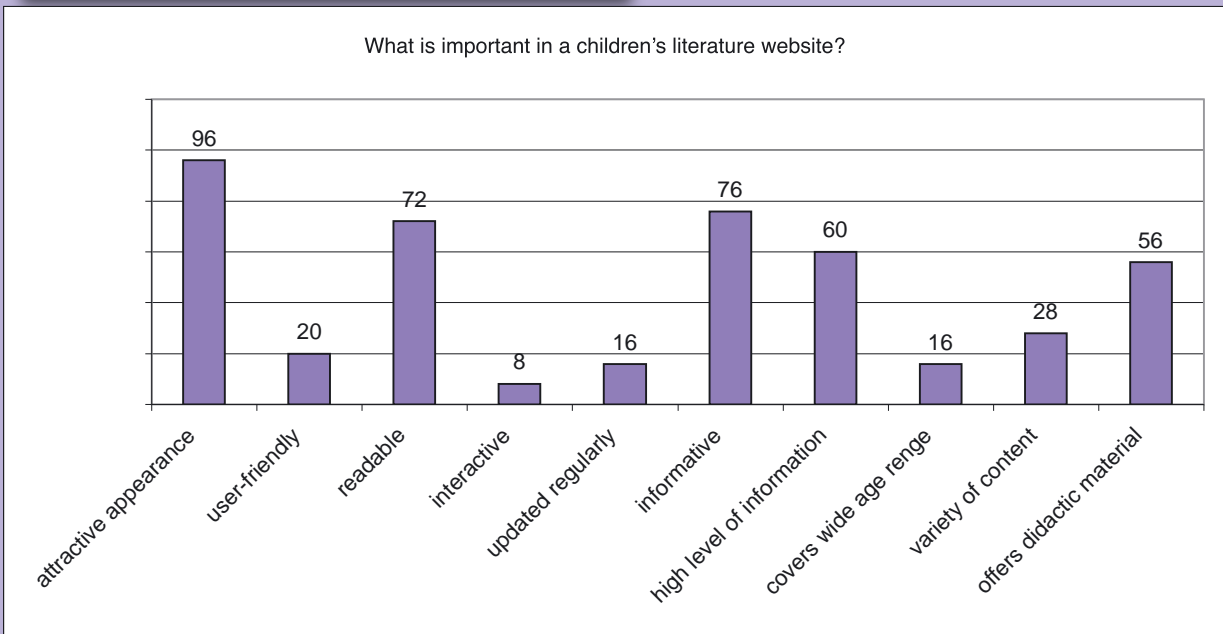
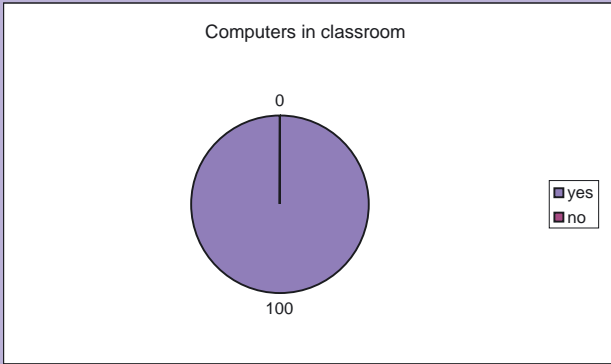
- 3.1. Most of the children interviewed in this age group had Slovenian as their mother tongue (98%).
- 3.2. They mainly use and learn how to use the internet at home.
- 3.3. The children interviewed use the internet to enjoy themselves, to get information, to chat.
- 3.4. There are essential differences between boys and girls in using the internet:
 - 3.4.1. boys use the internet more to get information, to do schoolwork and to listen to music.
 - 3.4.2. girls use the internet more to chat, to get reading material and to get personal help.
- 3.5. Future tasks for educationalists might be: to make attractive educational web pages with photos, pictures and games.



University students*

4. Analysis of the answers to the questionnaires:





- 4.1. Most of the students interviewed do not have PCs at home, they mostly use them at University.
- 4.2. They do not have access to the internet at home, but most of them have access at University.
- 4.3. From the answers obtained the most important thing for students, in relation to websites for children/adults working with children, is that the websites are attractive in appearance, informative and updated regularly.
- 4.4. The analysis of students' answers also shows that the most important task in the future must be to make attractive educational web pages with photos, pictures and games

*In Slovenia only University students were interviewed in the group of adult educationalists.



General information

In general, it was not easy to get the questionnaires completed by schools and libraries. There is no real interest in helping researchers unless the required information is very easy to give. Because of this, the answers from teachers were incomplete and we had a lot of difficulties in getting completed questionnaires from librarians. Although we contacted more than fifteen, only one or two answered us.

Concerning the students, the main difficulty was the topic, because their daily use of the internet is not related to either Intercultural Education or Children's literature. We can say that the results obtained can give us a general perspective on the use of the internet

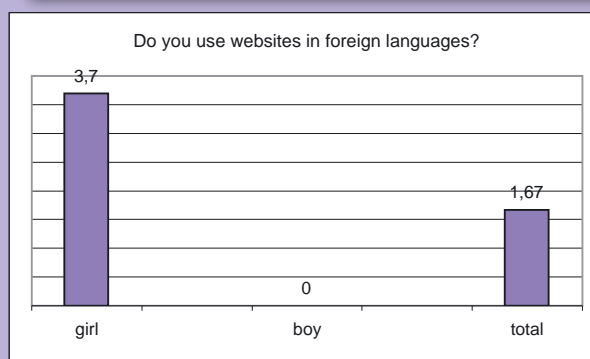
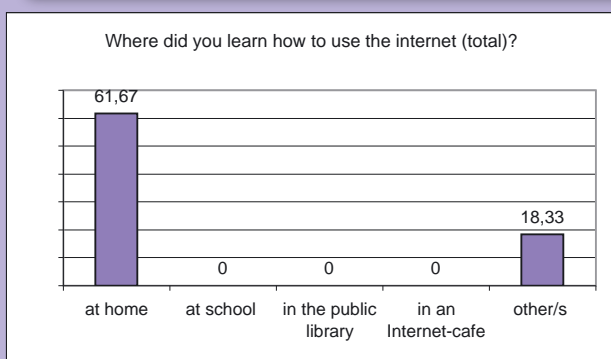
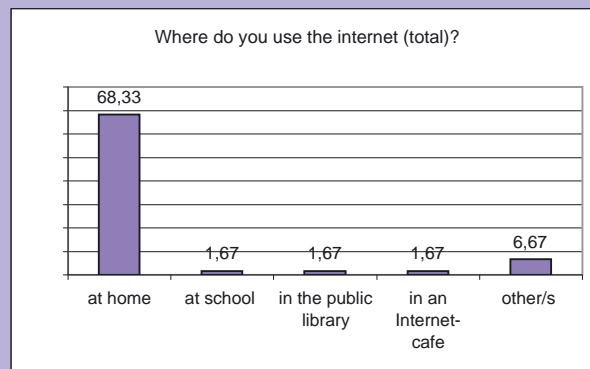
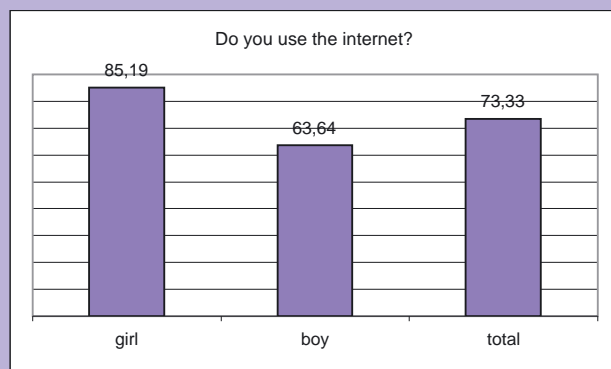
Relevant results

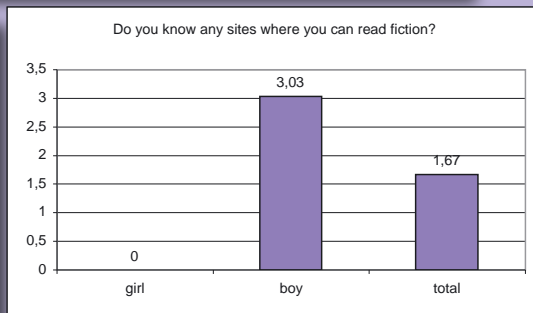
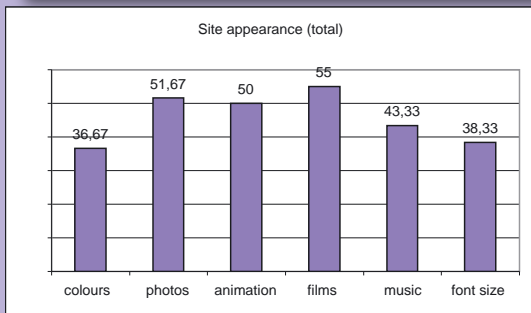
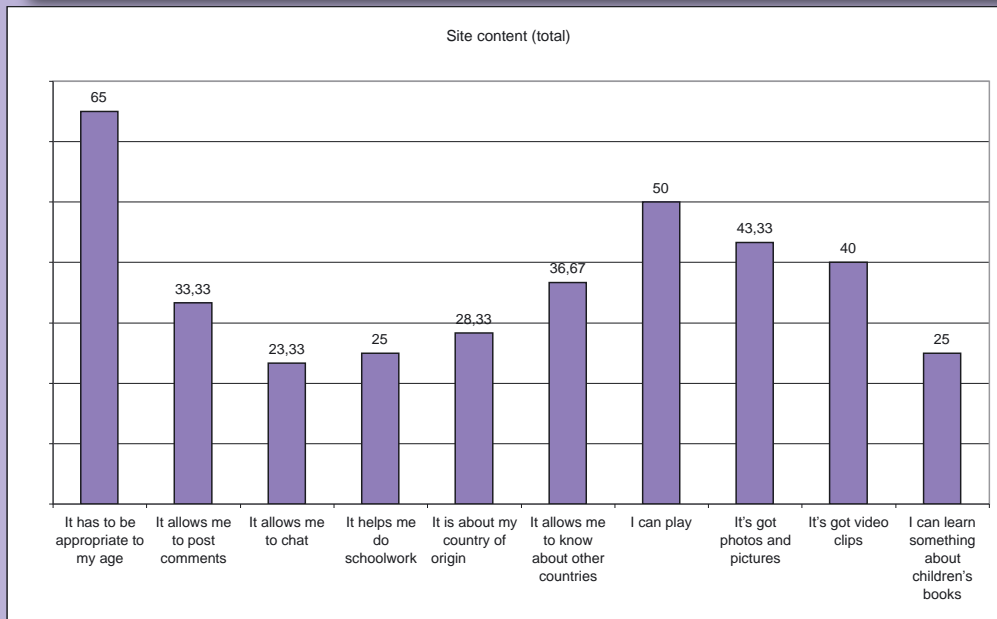
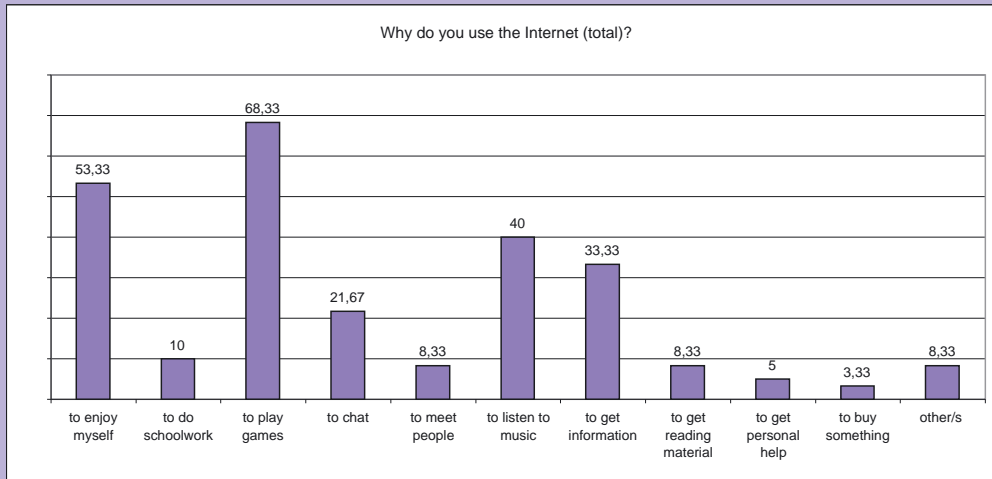
We think that for our thematic area "Multicultural Education and Educational Use of ICT", the results are not relevant. This is because the results show us that children use the internet to play games, to do their homework, or to chat. They do not have awareness of the importance of multiculturalism and they do not usually read matters related to children's literature using the internet. The educationalists' results show us the same thing. In schools there is no use of computers in dealing with children's literature or promoting intercultural education.

We can extract this main conclusion: teachers, librarians and students use the internet, but they still do not use it to explore specific and educative topics.

8-10 years

All results are %.





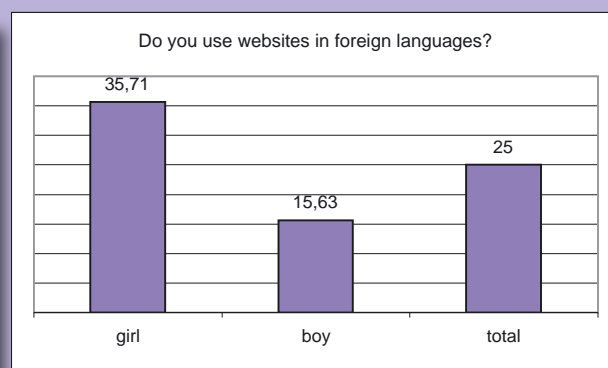
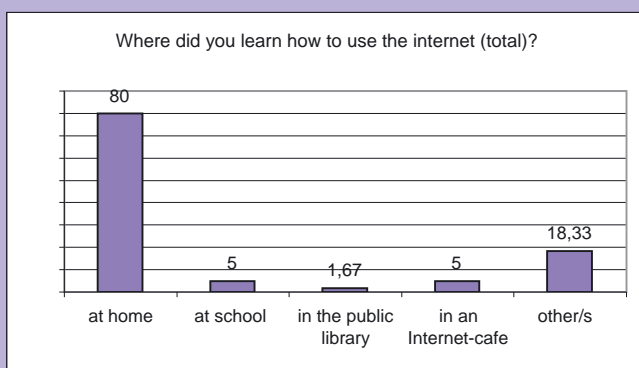
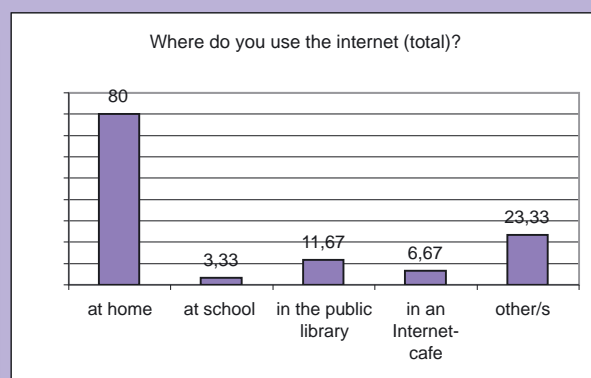
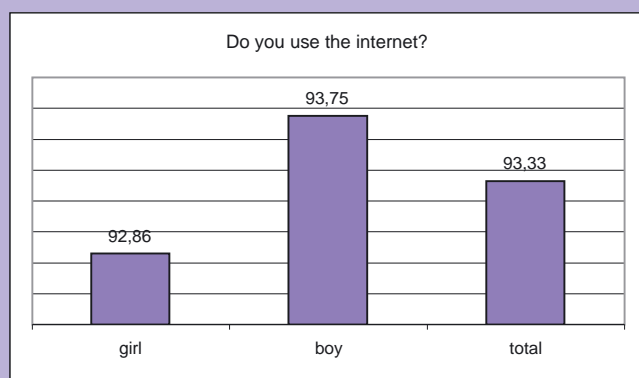
At this age both girls (85%) and boys (64%) use the internet. They usually do this at home and they learned to do so at home. Because of this, can we say that using the internet is a skill which is not necessary to teach at school? To the question 'why do you use the internet?' the most popular answers were: 'to play games' (68%), 'to enjoy myself' (53%) and 'to listen to music' (40%). There are not significant differences between boys and girls.

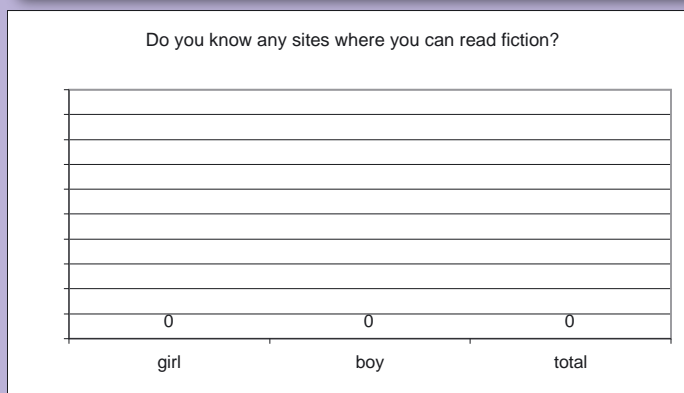
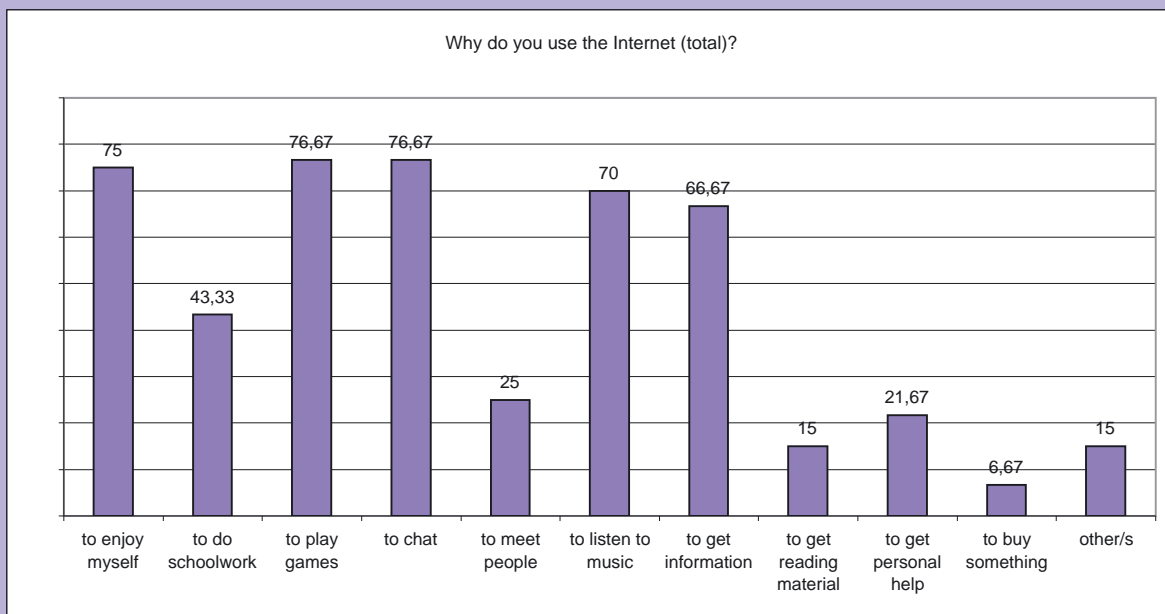
Concerning site appearance all the aspects have similar percentages but, if we have to categorise them, this is the order: films, photos, animation, music, font size and colours. There is a difference between girls and boys. Whilst music is the most important aspect for girls, colours are for boys.

We have to highlight four aspects related to the content of the WebPages: children think that the content has to be appropriate to their ages and it is important to them to be able to play on the webpage. For our purposes: to learn something about children's books is only answered by 25% of the sample.

10-12 years

At this age, both girls (92%) and boys (93%) use the internet. This result is higher than the previous group (8-10 years). They usually do this at home and they learned to do so at home. In this case we have to mention that 10% use it in the public library, not only at home. To the question 'why do you use the internet?' the most popular answers were 'to play games' (75%), 'to enjoy myself' (76%), 'to chat' (76%) and 'to get information' (66%). There are no significant differences between boys and girls, only that boys (75%) use the internet to get information more than girls (57%). It is normal that at these ages chatting and getting information are among the most popular because the tasks in school are more complicated and they need social interaction.



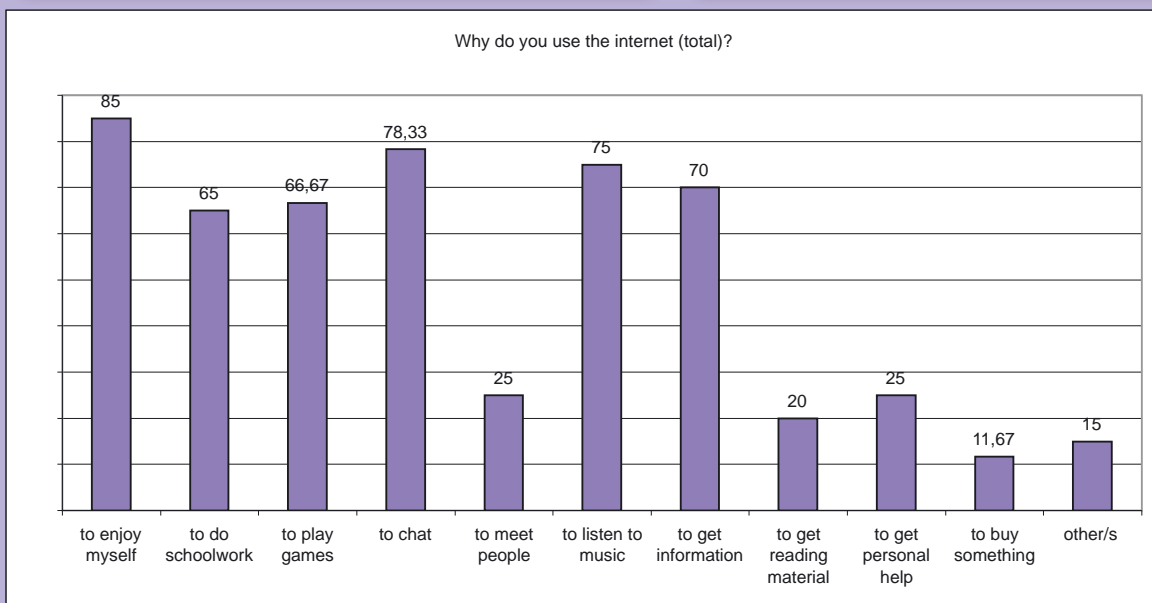
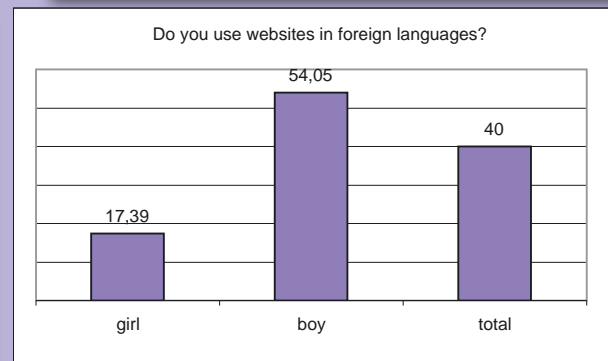
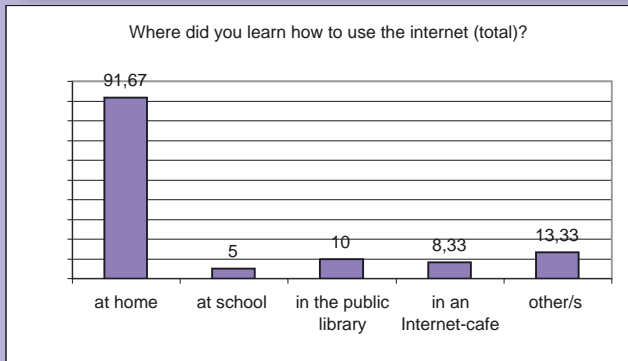
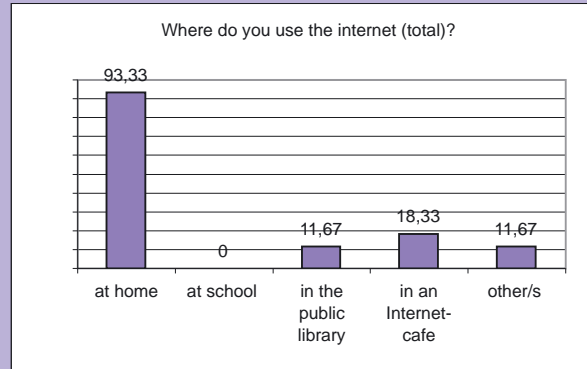
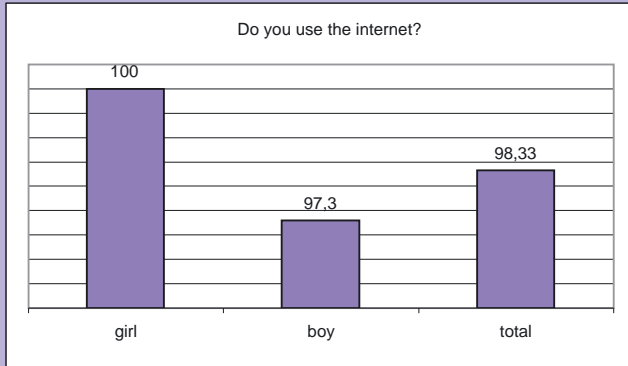


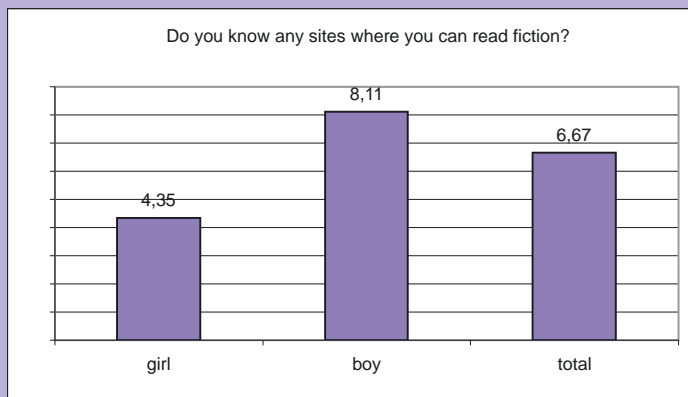
Concerning site appearance all aspects have similar percentages. In this group the most important aspect for both girls and boys is music, while the least is the font size (43%) and the menus (0%). There is a significant difference between genders because girls prefer music (67%) while boys choose different aspects equally: colours 40%, music 40% and so on.

We have to highlight four aspects related to the content of the WebPages: children think that the content has to be appropriate to their ages and it is important to them to be able to play on the webpage. Besides this, they need the WebPages to help them with their homework and they also have photos and pictures. For our purposes: 'to learn something about children's books' is considered by 48% of the sample as something of less importance. There is a significant difference between both genders: 60% of boys chose 'I can play' against 35% from girls. Another important difference is 50% of girls chose 'it helps me with my homework' against 35% of boys.

12-14 years

At this age both girls (100%) and boys (97%) use the internet. This result is higher than in the previous group (10-12 years). They usually do this at home and they learned to do so at home. In this case we have to mention that 10% use it in the public library and





18% in an internet café, not only at home. To the question 'why do you use the internet?' the most popular answers were: 'to play games' (66%), 'to enjoy myself' (85%), 'to chat' (78%), 'to listen to music' (75%) and 'to get information' (70%).

There is one significant difference between boys and girls, that boys (81%) use the internet to play games more than girls (43%).

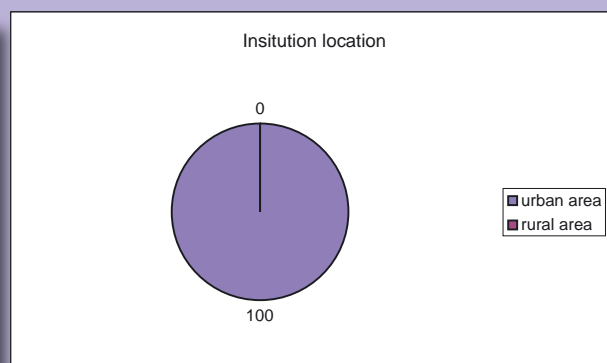
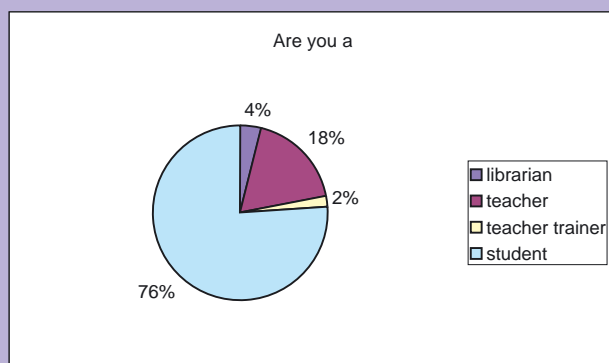
Concerning site appearance all aspects have similar percentages. In this group the most important aspect for both girls and boys is music (43%), while the least are the colours (17%) and the menus (0%). There is a significant difference between genders because girls prefer music (39%) while boys choose different aspects: photos (45%), animation (45%) and films (40%).

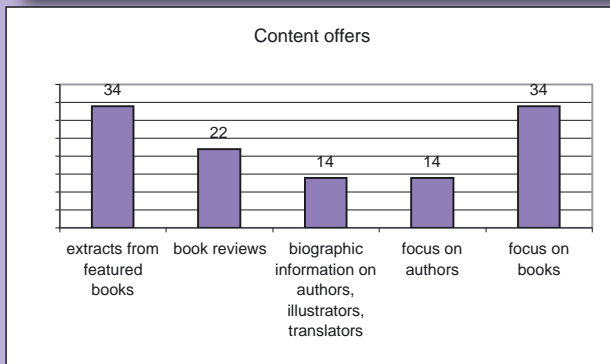
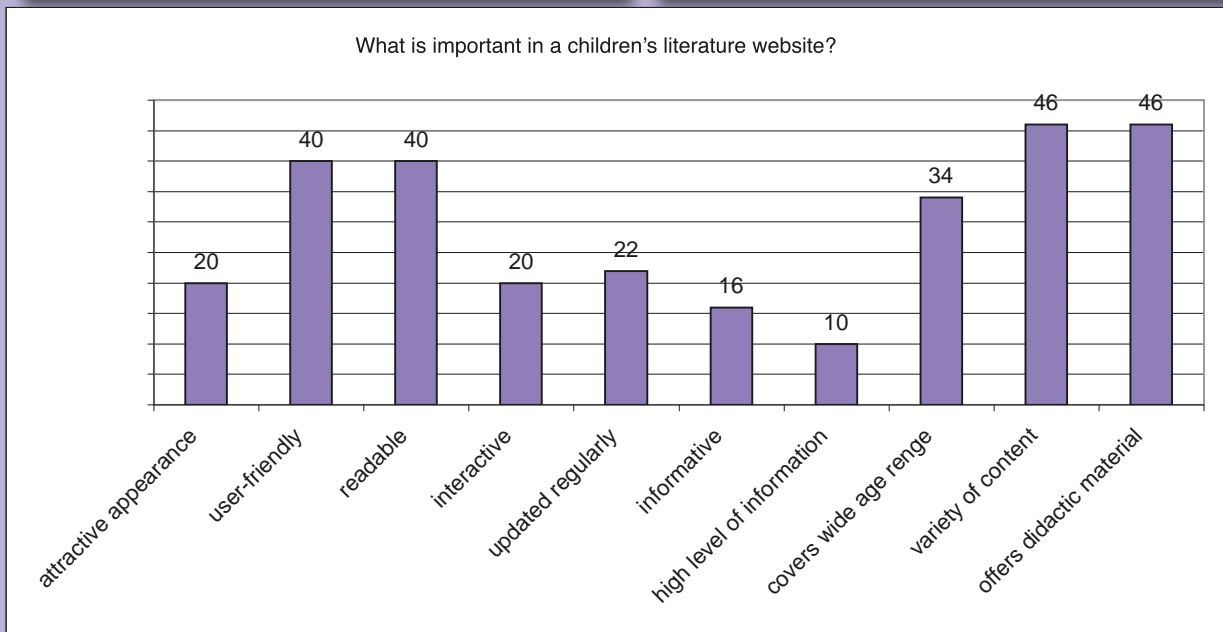
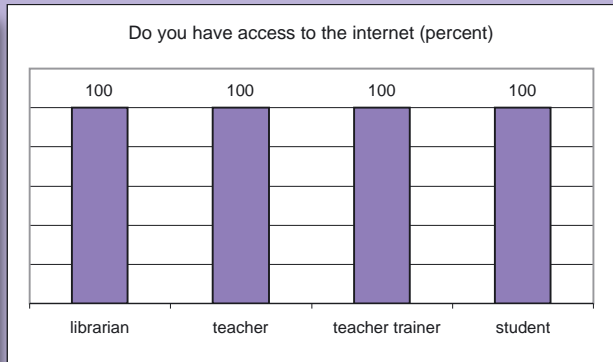
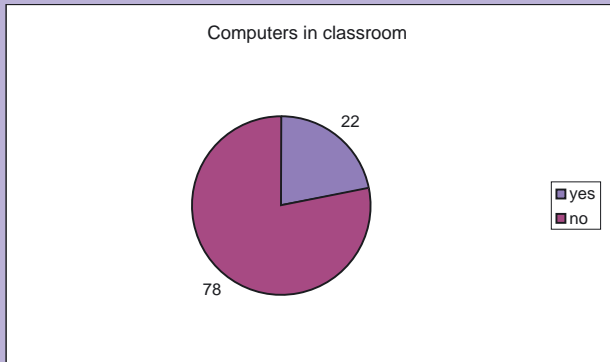
We have to highlight four aspects related to the content of the WebPages: children think that the content has to be appropriate to their ages and it is important to them to be able to play on the WebPage. Besides this, they need the WebPages to help them with their homework and they also have photos, pictures and videos. For our purposes: 'to learn something about children's books' is considered by 41% of the sample as something of less importance.

Educationalists

76% of the sample were students in the Faculty of Education, 18% were in-service teachers and the remaining 6% were librarians and teacher trainers.

The first point we have to take into account is that the students don't have computers in the classroom. However all of them have access to the internet, mainly at school and at home. Because of this we can say that they know internet and its use well. The percentages of teachers and librarians are divided between the classroom, the home or the public library.





There is a sad reality in Spain. Not one of these teachers, students and librarians could offer us a list of children's literature-related websites. This is because they have not worked specifically with this topic. Although we have some answers, they are not representative. When we analyse which are the most important things to them when visiting websites, we find a diversity of answers. For instance, the librarians are not interested in the terms: readable, informative or updated regularly (0% of the answers), they prefer variety of content (100% of the answers). The group of teachers and teacher trainers are interested in the variety of content too, and in the attractive appearance. Finally, the students prefer user-friendly, readable, variety of content and didactic material (all chosen by 50%). We can note that the student group is predominant in the sample. If we analyse the content of the websites, the groups prefer content focused on books (50% from librarians and 40% more or less from students) and extracts from books while the other categories have a smaller percentage. They like both the news corners and the good links offered by the websites. The remaining questions were answered in blank and we do not have data to be analysed.

Specific comments/remarks

- In general, our target groups of children are able to use the internet and have access to it mainly at home.
- These children do not use children's literature-related websites. They normally use games on-line and chats.
- It seems that these results do not help us in developing our study. However, they highlight the need to develop a methodological tool to use the suitable websites in schools and libraries.
- In the questionnaires, the educationalists' answers show that they do not normally use any children's literature-related websites. Firstly because there are only a few quality websites and secondly because they have not been trained to do this.

Questions relevant for intercultural education

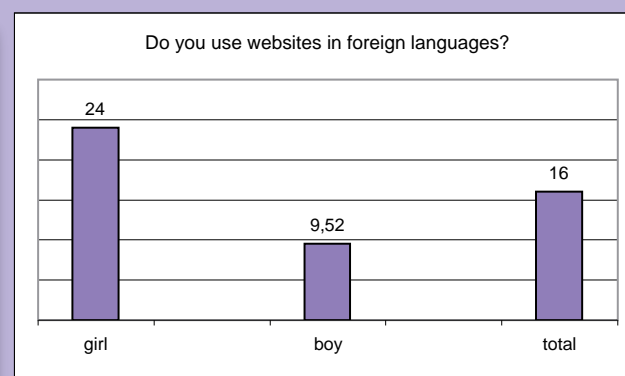
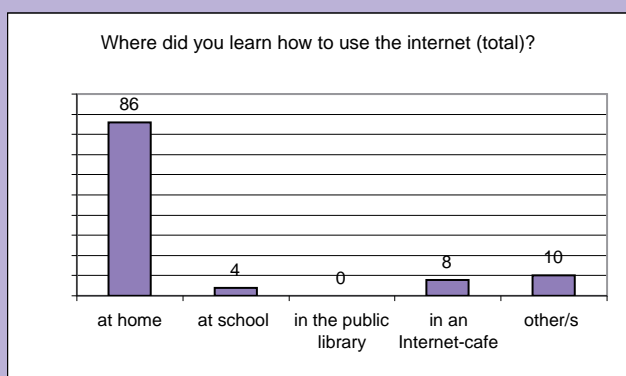
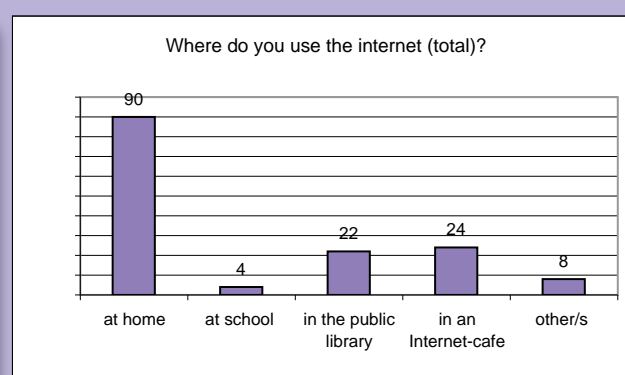
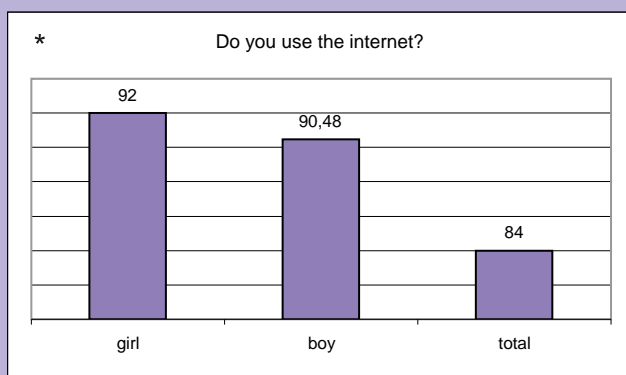
- In general, there are not many aspects related to intercultural education. However, we have to define what intercultural education is. This topic is a consequence of teaching and of a suitable set up.
- In relation to the previous idea, in analysing the questionnaires, we can see the need to design models for using the internet to promote intercultural education.
- It seems that students, teachers and librarians are not aware of this topic. Because of this they need resources and a guide-educationalists who will teach them to use these resources optimally.
- The EDM REPORTER will have the responsibility of searching for suitable web pages and of designing the pedagogical tools to promote Intercultural Education.

Initially the respondents for this survey were contacted via the Roehampton University children's literature website: www.children-literature-uk@jiscmail.ac.uk. This meant that they were all interested in internet resources, and may account for the high quality/informative results in the 'expert' group. The teacher and children responses, however, were a result of the educationalists contacting their local schools, and are a much more representative sample

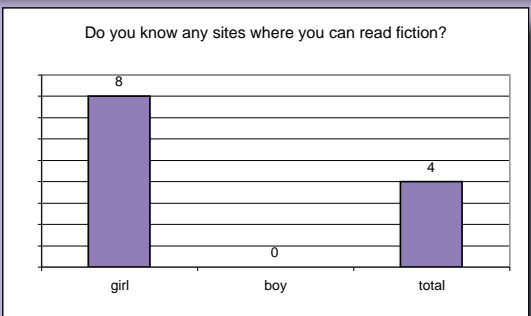
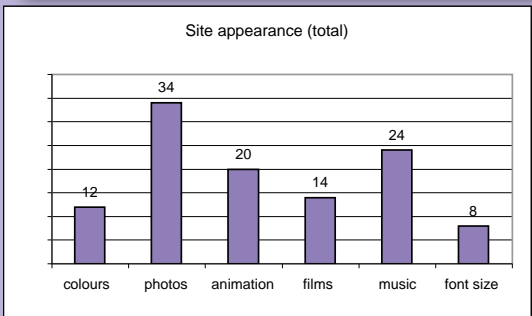
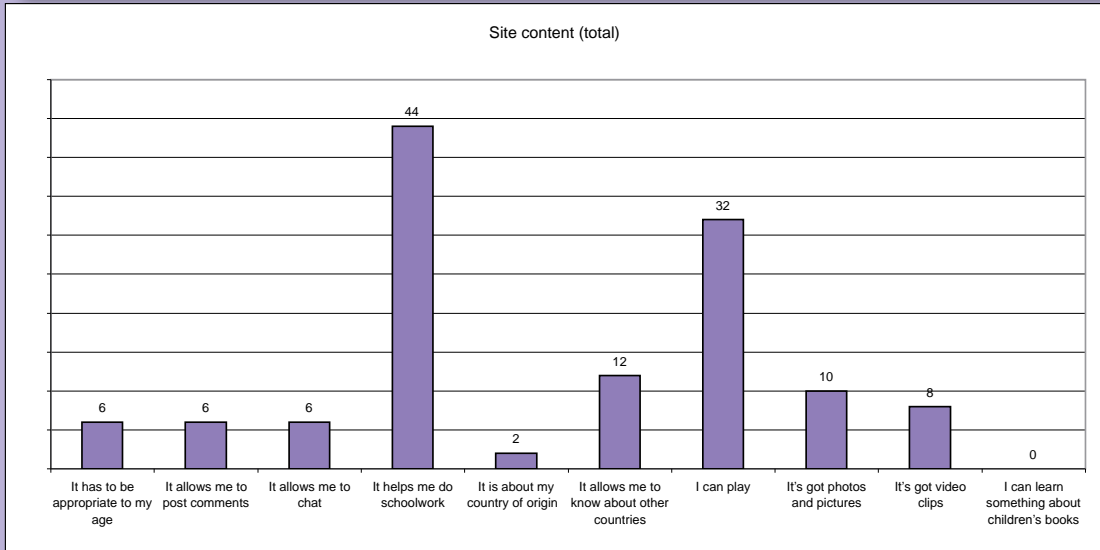
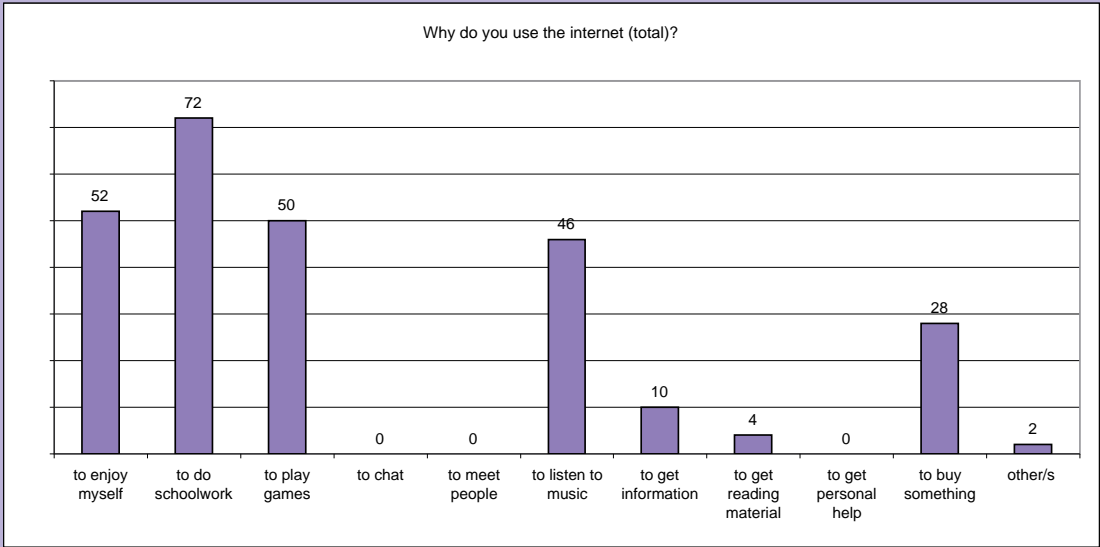
8-10

- All boys and girls in the survey were British and almost 100% had English as their mother tongue.
- Practically all children used internet at home, a few girls used it at school, nearly 20% of boys used internet cafes and very few used web sites in foreign languages.
- About half of both boys and girls used the internet for enjoyment, a large majority used it for schoolwork and about a third to buy something. The biggest discrepancy was in listening to music – 32% for girls and 74% for boys!
- Girls appear to like photos on their web sites whereas boys think that music is more important, and both sets of pupils quite like to have some animation.
- Far more girls than boys use web sites to help them with their homework; whereas more boys like to play games on their computers.

All results are %.

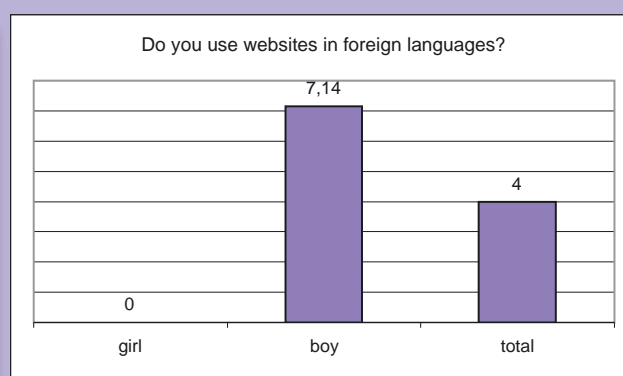
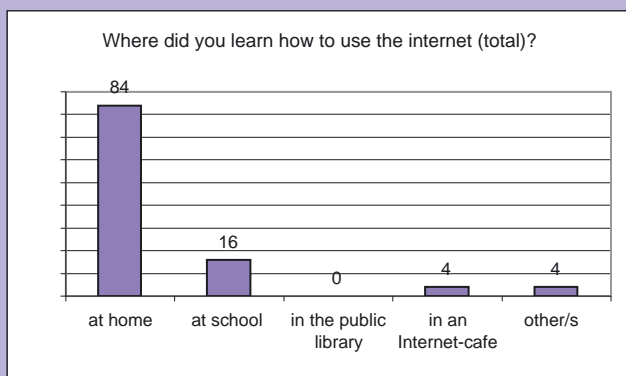
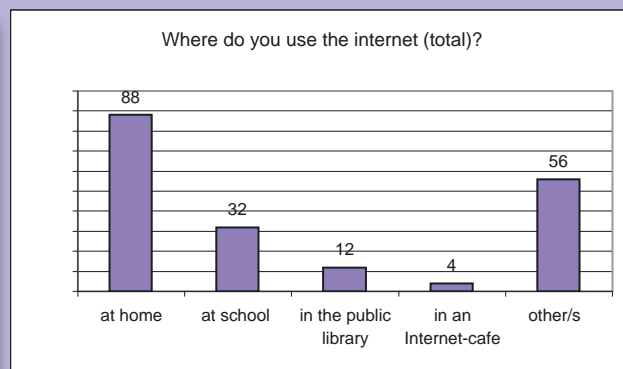
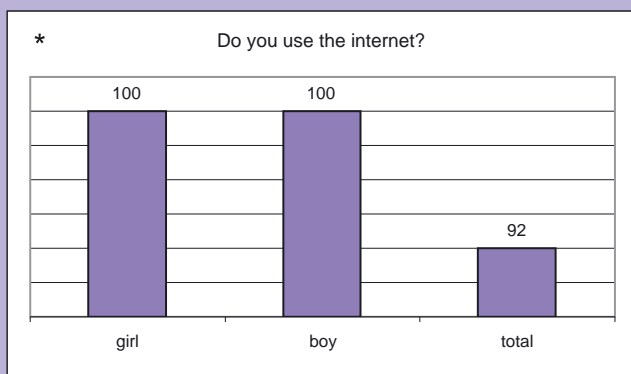


* The lower total percentage is due to the fact that some of the children interviewed didn't say whether they were boys or girls.

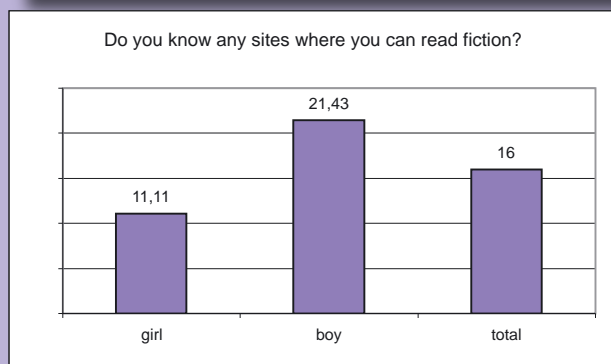
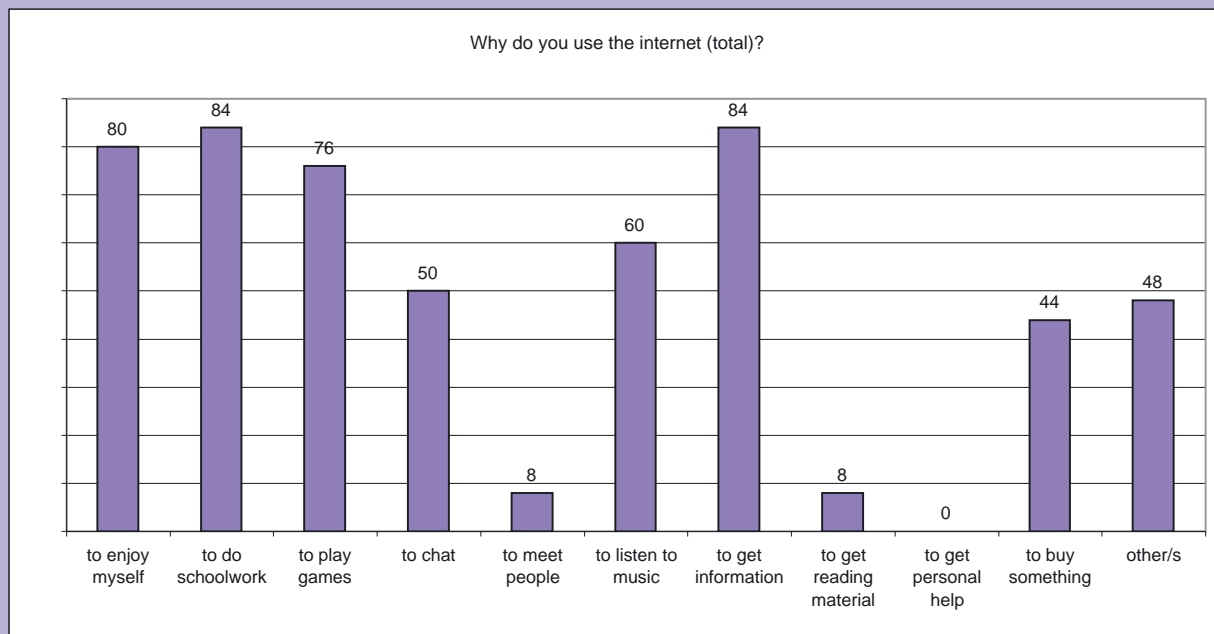


10-12

- These results were quite difficult to analyse precisely in terms of nationality, mainly because only 92% completed this section - 36% girls and 56% boys. The majority, however, were British with English as their mother tongue.
- Of the total group, 100% used internet. Slightly more boys used it at home, more girls used it at school and both groups had alternative venues to those on the questionnaire.
- Most learned to use the internet at home, a few at school and very few used websites in foreign languages.
- Both groups used the internet equally to enjoy themselves, whereas more girls used it to play games and more boys used it to get information.
- Site appearance was very difficult to analyse but it would appear that girls prefer colour, animation and films, whereas boys prefer photos/music and are more concerned about font size on their web sites.
- Girls seem to like to be able to chat, post comments and find out about their own/other countries, whilst boys prefer photos and video clips.
- Very few children knew any sites where they could read fiction.

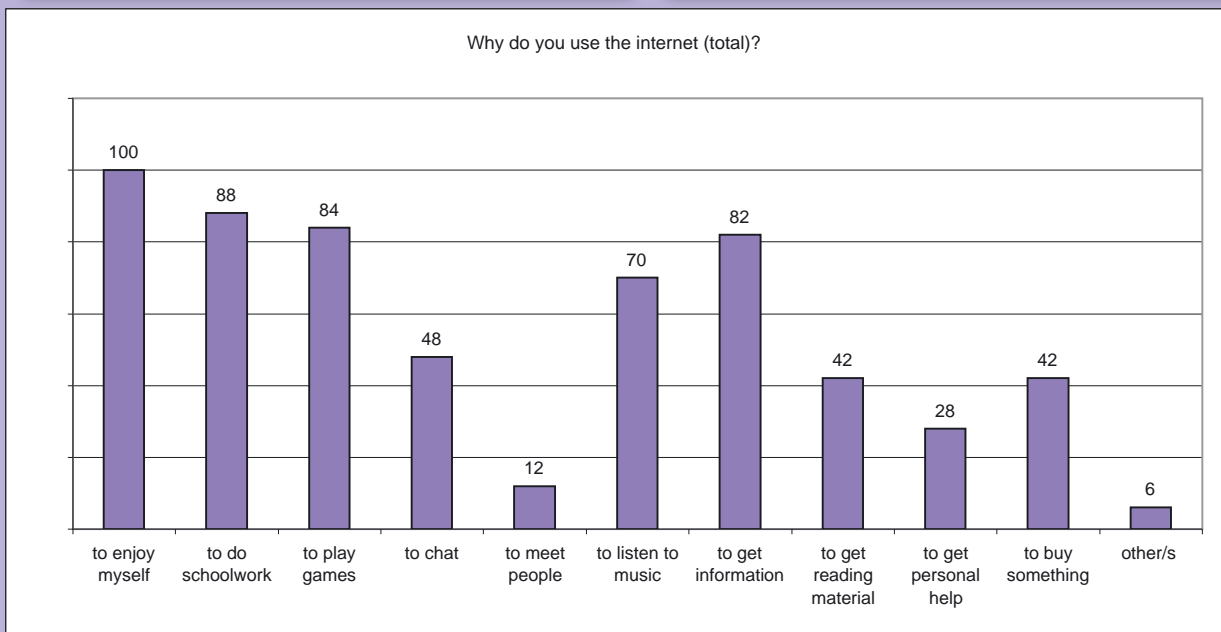
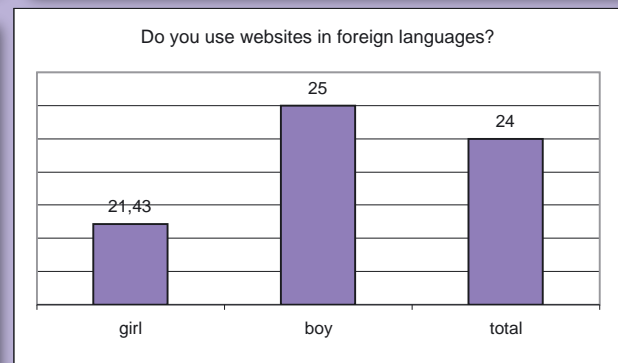
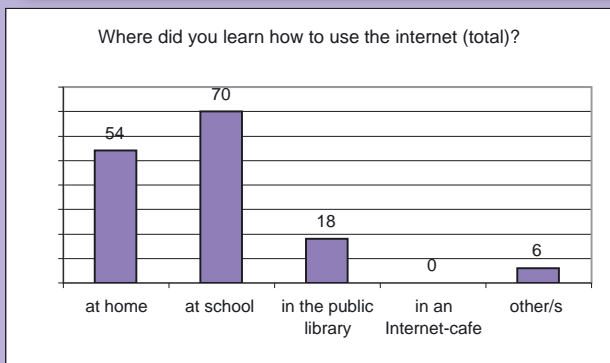
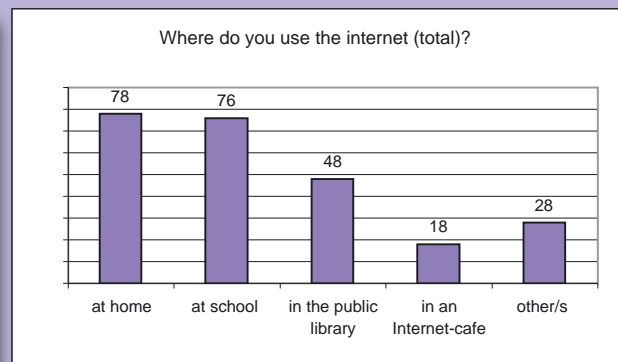
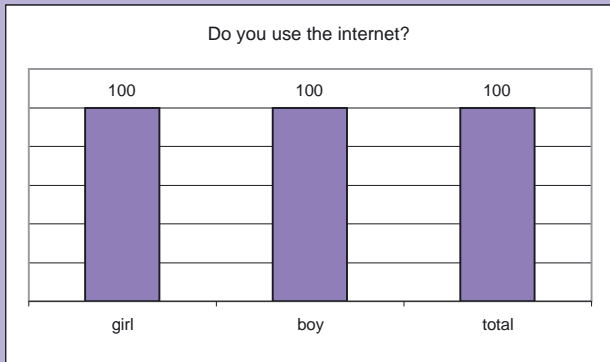


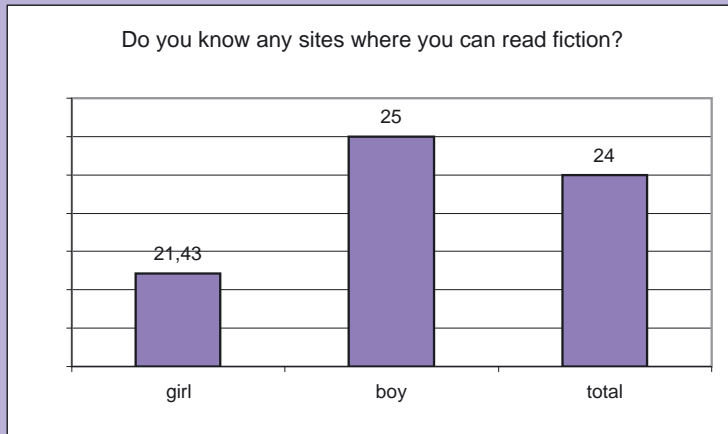
* The lower total percentage is due to the fact that some of the children interviewed didn't say whether they were boys or girls.



12-14

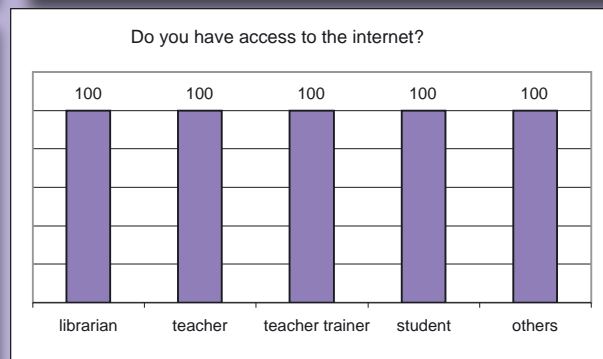
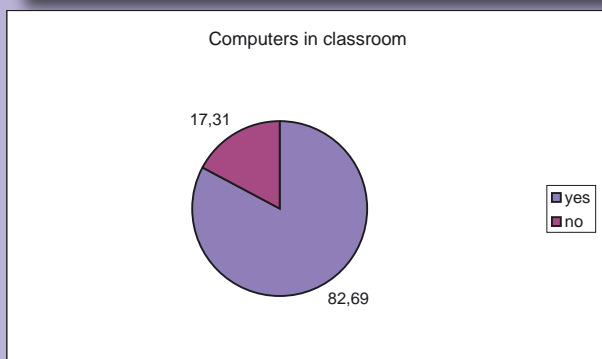
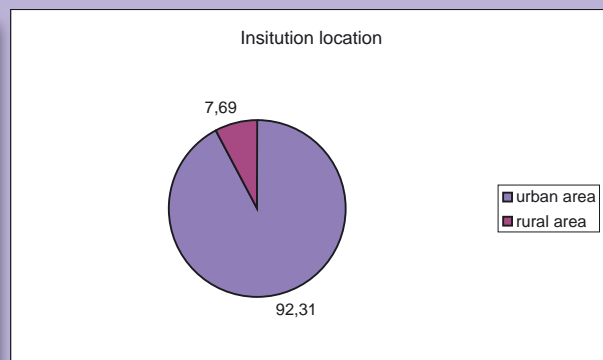
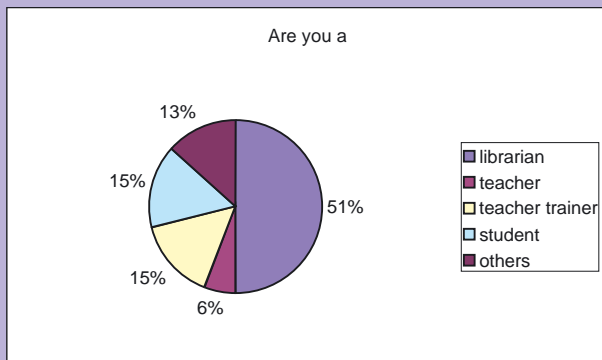
- This group comprised 28% girls and 72% boys, all of whom used the internet. More boys used it at home than girls and more girls used it at school.
- About half of both groups used it in the public library, more boys than girls used internet cafes, and both groups had alternative venues.
- Slightly more boys than girls used the internet at home, whereas slightly more girls than boys used it at school... and almost a quarter of both groups used web sites in other languages!
- All used the internet to enjoy themselves, more girls than boys used it for school work and about 80% of both groups used it to play games. However, more girls used it to get information and more boys used it to buy something.
- Girls appear to be more concerned with animation and films in the design of web sites and boys with menus and font size.
- Girls like to chat and find out about their own/other countries whilst boys like to play and have help with schoolwork.
- About a quarter of all children knew sites where they could read fiction.



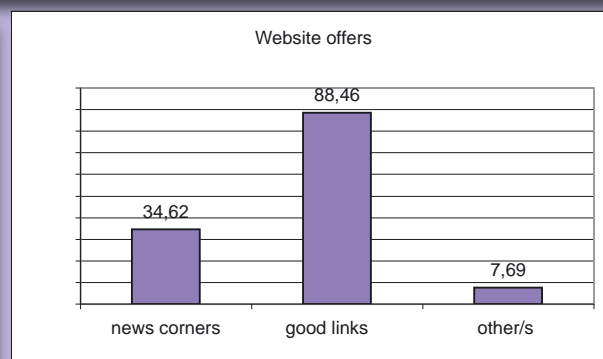
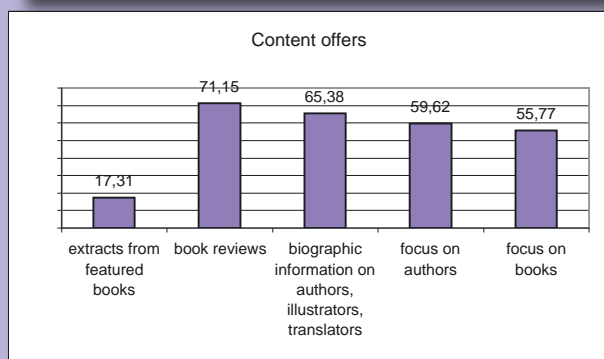
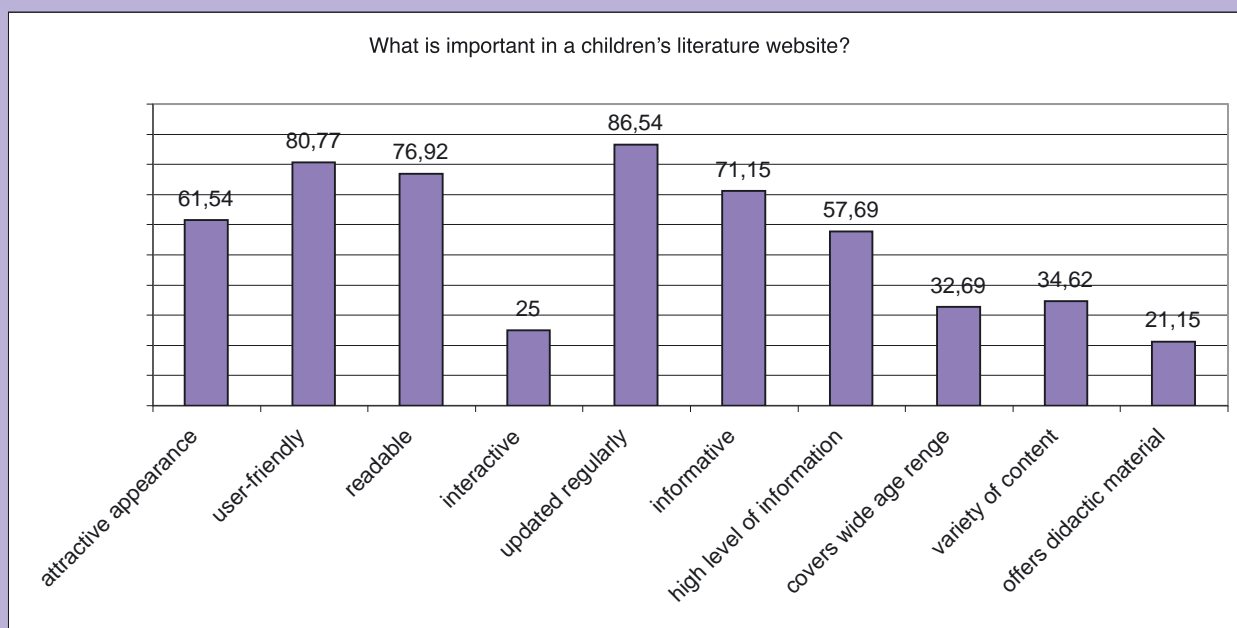


Educationalists

➤ The majority of people who responded to this questionnaire were librarians, followed by teacher trainers and students, with a very small proportion of teachers.



- All of the students had computers in their classrooms in contrast with the librarians, teacher trainers and teachers.
- Not surprisingly, all respondents had access to the internet; more librarians used it in libraries and the other groups used it more in their universities.
- Use of the internet by students at home was double that of librarians, teachers and teacher trainers.
- All librarians and teachers used websites at work – almost twice as many as teacher trainers and students.
- The most important elements in children’s web sites appear to be: high level of information, up-dated regularly, readable, attractive appearance and user-friendly.
- The most important content appears to be: good links, biographical information and extracts from featured books.
- Teacher trainers and students felt that most of the books were represented in a non-stereotypical way.
- The institutions of all teachers and students had their own web sites, whereas only those of about half of teacher trainers and librarians could say the same.



Summary

Most of the results from the 'educationalists' were to be expected but it is useful to know they feel that:

- the most important elements in children's web sites are: high level of information, up-dated regularly, readable, attractive appearance and user-friendly.
- the most important content is: good links, biographical information and extracts from featured books.

Although the pupils' responses were also fairly predictable, it is interesting to note:

- All children seemed to use the internet more at home than at school, and boys used internet cafes more than girls.
- Whereas, in the younger age range girls tend not to use the internet as much as boys at school, in the older age ranges this increases.
- In the 8-10 age group, girls tend to like pictures and boys prefer music; whilst in the 10-12 age group girls like playing on the internet and boys like looking for information. In the older age group, however, it is the girls that use internet for seeking information and the boys enjoy buying things!
- In the younger age range, far more boys than girls use the internet to help them with homework, whereas in the oldest age group the boys like to have help with their homework and the girls like to chat!

SUMMARY OF SURVEY RESULTS



Summary of the Survey

The survey cannot be considered to be representative due to the restricted number of samples. Nevertheless, we can say that the results obtained give us a general overview of contemporary trends in internet use. They also outline the problems that are common to most of the countries where the interviews took place. One such problem, for example, is that often there are no computers in the classrooms and children have to make use of machines in designated Computer Science areas.

General Trends

The results show that children use the internet to play games, to do their homework, to listen to music, or to chat. They don't appear to have an awareness of the importance of the internet for multicultural education, and they don't usually read material related to children's literature on the internet. Because of this, the results of the survey are not very encouraging in relation to the main purpose of the project – to check whether and how children and adults working with children use the internet for intercultural education and reading promotion.

The majority of teachers do not use the internet for these purposes either. In schools it would appear that computers are not used either to work with children's literature or to promote intercultural education. Very few teachers could give examples of websites they work with which have intercultural or reading promotional content.

From this, we can conclude that teachers, librarians and students use the internet, but they still do not use it to explore specific and educative topics either in the classroom or in the library.

Children

Children start using the internet at a comparatively early age. Most of the children in the 8-10 age group already use the internet - the percentage varying between 65 and 100 %. In the older age groups the percentage using the internet goes up. In the 12-14 age group it varies between 91 and 100%.

Due to the current development of technology, nearly every family in every country surveyed had a computer with an internet connection at home. In fact the main place where children learn to use the internet is at home, and home is also where they prefer to use it. School is in second place, followed by friends, relatives, or internet cafés. Boys definitely use internet cafés more often than girls.

Libraries play a marginal role in the use of the internet. A very low percentage quotes the library as a place where they use the internet or have learned how to use it. In Portugal for example (where only children from small towns were interviewed) pupils use the internet in libraries because only a small percentage of them have internet connections at home. This single example is an exception. In all other countries where the survey was carried out, the percentage of children using internet in libraries was very low. The library is still viewed in the traditional way as a place where it is possible to borrow books and not as a mediathek - a place where it is possible to use different media.

In some countries the use of the internet in libraries increases marginally with age and, in many countries, the best websites on literature are created by libraries. In spite of this, libraries are not used to their fullest potential. Even in countries with very well-developed libraries and major library networks, such as Finland or Poland, usage is low. Our survey shows that schools and libraries have great educational potential which is not used sufficiently by the education system. The synergies between libraries and schools in most of the countries, therefore, are either non-existent or at best sketchy.

Children from the UK, France and Germany rarely use websites in foreign languages, especially at an early age. This may be due to the fact that they can find interesting websites in their own languages. In other countries, like Austria for example, there is a correlation between the use of websites in foreign languages and the mother tongue of the children interviewed - the percentage of children with a mother tongue other than German being nearly equal to the percentage of children using websites in foreign languages. In many

cases children with a mother tongue other than German use websites in their mother tongue; and sometimes in a third or even fourth language. Portuguese children very often use Spanish websites. This is not the case the other way round.

As the age groups increase, so do the numbers of children who use websites in foreign languages and who know websites where they can read fiction. In the 12-14 age group about a quarter of all children in the UK survey knew sites where they could read fiction. This, however, can be considered an exception, because the survey overall indicates that most students in the age group 12-14 don't access children's and youth literature websites. They are more interested in researching pop music and visual culture. It would appear that for this they need to be able to express their own ideas and use their creative writing skills to communicate with their peers through interactive diaries and on-line chat rooms.

The visual preferences of the children are common to all those who completed the survey. They prefer colours, photos, animation, films, but they also like music on the websites. In addition, they are concerned about websites being suitable for their age group, as well as the font being readable.

Adults

Teachers, librarians and students use the internet, but only to prepare lessons or carry out research. It is interesting to note that very few respondents mentioned websites that are related either to intercultural education or to reading promotion. This must be taken into consideration as a possible area for future investigation.

The most important elements in websites for children or for adults working with children, according to the educationalists, are: a high level of information, regularly updated, readability, an attractive presentation and user-friendliness. The most important aspects of content appear to be: good links, biographical information and extracts from featured books, followed by teaching material and reviews.

Although nearly all educationalists have access to the internet, very few use it in the classroom and even fewer use websites for children's literature. In many countries it is because there are very few quality websites. Also, not all educators have been trained in this field so are unaware of how to use the internet in the classroom.

Future tasks:

The future of education is unthinkable without using a combination of different media. The role of the so-called "New Media" at school is becoming increasingly important, but teacher training throughout Europe is proving slow at introducing this into its curricula. The challenges that new media create for teachers and librarians mean that programmes for training have to be adapted to new conditions, and media education has to become a standard part of training for both teachers and librarians. Our study highlights the need to develop methodological tools to use with suitable websites in schools and libraries. A potential area of work for EDM Reporter, therefore, is to suggest ideas and activities which will facilitate synergies between libraries and schools.

Резюме на проучването

Проучването не може да бъде считано за представително поради ограничения брой проби. Въпреки това можем да кажем, че получените резултати дават представа за съвременните тенденции при използването на интернет. Също така те очертават някои проблеми, общи за всички държави, в които беше проведено проучването. В много държави, например, няма компютри в класните стаи и учениците използват компютри в специалните зали за компютърно обучение.

Общи тенденции

Резултатите показват, че децата използват интернет, за да играят игри, да пишат домашните си, да слушат музика, да разговарят. Те нямат представа за значението на интернет за многокултурното обучение и обикновено не четат в интернет материали, свързани с детската литература. Поради това резултатите от проучването не са обнадеждаващи по отношение на основната цел на проекта – да се провери дали и как децата и възрастните, които работят с деца, използват интернет за межкултурно образование и насърчаване на четенето.

Голяма част от учителите също не използват интернет за тази цел. В училищата компютрите не се използват нито за работа с детската литература, нито пък за насърчаване на интеркултурното обучение. Малко са учителите, които могат да дадат примери за уебсайтове, чието съдържание поощрява четенето или интеркултурното обучение, и с които те работят.

Можем да направим един основен извод: учители, библиотекари и ученици използват интернет, но те все още не го използват, за да проучават специфични и образователни теми, нито в класната стая, нито в библиотеката.

Деца (между 8 и 14 години)

Децата започват да използват интернет на сравнително ранна възраст. Повечето от децата на възраст 8-10 години вече използват интернет – процентът им варира между 65 и 100%. При другите възрастови групи процентът на децата, използващи интернет, нараства и във възрастовата група 12-14 години варира между 91 и 100%.

Поради съвременното развитие на технологиите, в повечето държави почти всяко семейство има компютър с интернет връзка в къщи – и на практика основното място, където децата се учат как да използват интернет и където те предпочитат да го използват, е „у дома“. На второ място идва училището, следвано от „при приятели“ и „при роднини“. Момчетата определено използват интернет кафенета по-често от момичетата.

Библиотеките имат незначителна роля за ползването на интернет. Много малък процент от интервюираните назовава библиотеката като място, в което ползват интернет или са научили как да го ползват. В Португалия например (където бяха интервюирани само деца от малки градове) учениците използват интернет в библиотеките, защото само малък процент от децата имат интернет връзка в къщи. Този единствен пример за значително ползване на интернет в библиотеките е изключение. Във всички останали държави, където беше проведено проучването, процентът на децата, ползващи интернет в библиотеките, е много малък. На библиотеките все още се гледа по традиционния начин - като на места, където могат да се заемат книги, а не като на медиатеки – места, където е възможно да се ползват различни медии.

В някои държави употребата на интернет в библиотеките нараства незначително с увеличаване на възрастта на интервюираните, и в много държави най-добрите уебсайтове за литература са създадени от библиотеки. Въпреки това, библиотеките не се използват с целият им потенциал, дори в държави с много добре развити библиотечни мрежи, като Финландия и Полша. Проучването ни показва, че училищата и библиотеките имат огромен образователен потенциал, който не се използва достатъчно от образователната система, а сътрудничеството между библиотеки и училища в повечето държави или не съществува, или е съвсем слабо.

Интервюираните деца от Великобритания, Франция и Германия рядко използват уебсайтове на чужди езици, особено в по-ранна възраст. Това може да се дължи на обстоятелството, че те могат да намират интересни уебсайтове на собствените

си езици. В други страни, като например в Австрия, има зависимост между употребата на уебсайтове на чужди езици и майчиния език на интервюираните деца – процентът деца с майчин език, различен от немския, е почти равен на процента деца, използващи уебсайтове на чужди езици. В много случаи деца с майчин език, различен от немския, ползват уебсайтове на родните си езици, както и на трети, и на четвърти език. Португалските деца много често използват испански уебсайтове. Обратното обаче не се наблюдава.

С нарастване на възрастта на интервюираните, броят на децата, които ползват уебсайтове на чужди езици се увеличава. Увеличава се и броят на децата, които ползват уебсайтове, където може да се чете белетристика. Във възрастовата група между 12 и 14 години около четвърт от всички деца във Великобритания знаят сайтове, където могат да четат белетристика. Това обаче по-скоро може да се смята за изключение, защото проучването като цяло показва, че повечето от учениците между 12 и 14 години не посещават уебсайтове за детска и юношеска литература. Те проявяват по-голям интерес към сайтове с поп и визуална култура. Изглежда също, че те имат нужда от възможност за изява на собствените си идеи и използване на творческите си умения за писане, за да общуват със своите връстници чрез интерактивни дневници и он-лайн чат стаи.

Визуалните предпочитания на децата са общи за всички, които участваха в проучването. Те предпочитат цветове, снимки, анимация, филми, но харесват също музика в уебсайтовете. Освен това, те се интересуват от уебсайтове, подходящи за възрастовата им група, както и с четивен шрифт.

Възрастни

Учители, библиотекари и студенти използват интернет, но само за да се подготвят за училище, или да търсят информация по определени теми. Интересно е да се отбележи, че много малко от интервюираните споменават уебсайтове, свързани с интеркултурното обучение или с насърчаване на четенето.

Най-важните елементи в уебсайтовете, предназначени за деца, по мнението на възпитателите са: високо ниво на информацията, често актуализиране, четивност, привлекателност и достъпност. Що се отнася до съдържанието, най-важните аспекти на една уебстраница, според възпитателите, са: добри линкове, биографска информация и откъси от белетристични книги, следвани от примерни уроци и рецензии.

Въпреки че почти всички анкетирани възрастни имат достъп до интернет, много малко от тях го използват в класните стаи, а още по-малко са тези, които използват уебсайтове за детска литература. В много страни това се дължи на факта, че качествените уебсайтове са много малко; също така не всички участници в образователната система са подготвени в това отношение, поради което те не знаят как да използват интернет в класните стаи.

Бъдещи задачи:

Бъдещето на образованието е немислимо без употребата на комбинация от различни медии.

Ролята на така наречените „нови медии“ в училище става все по-значителна, но въпреки това подготовката на учители в Европа сравнително бавно включва новите медии в програмите за обучение на учители. Предизвикателствата, които новите медии поставят пред учители и библиотекари, показват, че програмите за обучаване на учители трябва да бъдат съобразени с новите условия и медийното обучение да се превърне в задължителна част от подготовката на учителите и библиотекарите.

Нашето проучване подчертава нуждата от методически разработки, които да се използват с подходящи уебсайтове в училища и библиотеки. Друга възможна сфера за работа на мрежата ЕДМ Репортер в бъдеще е да подготвя идеи и предложения за улесняване на сътрудничеството между библиотеките и училището.

Resultaten van de enquête

Deze enquête kan, wegens het beperkte aantal steekproeven, bezwaarlijk representatief worden genoemd. Toch geven de resultaten een betrouwbaar beeld van het gebruik van het internet. Bovendien brengen ze ook de problemen aan het licht die zich stellen in de verschillende landen waar de enquête werd georganiseerd. Zo zijn er vaak geen computers aanwezig in de klassen en zijn kinderen aangewezen op speciale computerklassen.

Algemene besluiten

Uit de resultaten valt af te leiden dat kinderen het internet gebruiken voor spelletjes, huiswerk, muziek beluisteren of om te chatten. Bij het gebruik van het internet blijken multiculturaliteit en informatie over jeugdliteratuur geen prioriteiten voor kinderen. De resultaten van de enquête zijn dan ook niet erg bemoedigend, in het licht van de uiteindelijke bedoeling van het onderzoek: nagaan of en op welke manier kinderen en volwassenen die met kinderen bezig zijn het internet gebruiken voor interculturele educatie en leesbevordering. De meerderheid van de ondervraagde leraars doet evenmin een beroep op het internet voor deze aspecten. Op de scholen worden computers niet gebruikt in het kader van kinderliteratuur of intercultureel onderwijs. Slechts een paar leraars konden voorbeelden geven van websites rond die materies.

In heel wat landen zijn er geen computers aanwezig in de klas. Meestal worden computers enkel ingezet voor het ICT-onderwijs.

De belangrijkste conclusie is dat leraars, bibliothecarissen en studenten wel gebruik maken van het internet, maar dat het nog steeds niet wordt aangewend voor de verkenning van specifieke en educatieve doeleinden in de klas of de bibliotheek.

Kinderen

Kinderen beginnen het internet op vrij jonge leeftijd te verkennen. De meeste kinderen tussen 8 en 10 jaar gebruiken het internet. Het percentage schommelt tussen 65 en 100%. Het gebruik stijgt met de leeftijd. Voor kinderen van 12 tot 14 jaar ligt het percentage tussen 91 en 100%.

Dankzij de technologische ontwikkeling beschikt bijna elk gezin in elk van de ondervraagde landen over een computer en een internetaansluiting. Kinderen leren het internet vooral – en blijkbaar ook bij voorkeur – thuis te gebruiken. De school komt op de tweede plaats, gevolgd door vrienden, kennissen, of internet cafés. Jongens maken duidelijk vaker gebruik van internet cafés dan meisjes.

Bibliotheken spelen een zeer geringe rol in het gebruik van het internet. Libraries play a marginal role in the use of the internet. Slechts een klein percentage vermeldt de bibliotheek als de plaats waar het internet wordt gebruikt of ontdekt. In Portugal bijvoorbeeld (enkel kinderen uit kleine dorpen werden hier ondervraagd), waar slechts een klein percentage van de kinderen thuis een internetverbinding heeft, wordt het internet in de bibliotheek gebruikt. Toch is dit vrij uitzonderlijk. In alle andere landen waar de enquête werd gehouden gebruikt slechts een klein percentage het internet in de bibliotheek. Traditioneel wordt de bibliotheek nog steeds gezien als de plaats waar je boeken ontleent, en nog niet als een mediatheek waar je verschillende media kan gebruiken.

In sommige landen neemt het gebruik van het internet enigszins toe met de leeftijd, en in heel wat landen worden de beste websites ontwikkeld door de bibliotheken. Toch worden bibliotheken niet ten volle gebruikt. Zelfs in landen als Finland en Polen, met een sterk ontwikkeld bibliotheekwezen en met uitgebreide bibliotheeknetwerken, is dat het geval. Uit onze enquête blijkt, dat scholen en bibliotheken een belangrijk opvoedkundig potentieel hebben dat te weinig wordt gebruikt door het onderwijs en dat samenwerking tussen school en bibliotheek in de meeste landen onbestaande of erg minimaal is.

Kinderen – vooral dan in de jongere leeftijdsgroep – uit Engeland, Frankrijk en Duitsland gebruiken haast nooit websites in vreemde talen. Ze vinden voldoende websites in hun eigen taal. In andere landen, zoals Oostenrijk, is er een duidelijk verband tussen het gebruik van websites in vreemde talen en de moedertaal van de ondervraagde kinderen: het percentage van kinderen met een vreemde moedertaal komt vrijwel overeen met het percentage van kinderen die websites in vreemde talen gebruiken. Vaak gebruiken die kinderen websites in hun eigen moedertaal en ze consulteren zelfs websites in een derde en vierde taal. Portugese kinderen gebruiken vaak Spaanse websites. Dat is niet het geval in de omgekeerde richting.

Naarmate de kinderen ouder worden gebruiken ze vaker anderstalige websites en gaan ze ook websites zoeken waarop ze verhalen kunnen lezen. In de Engelse leeftijdsgroep tussen 12 en 14 jaar kenden ongeveer een kwart van de ondervraagde jongeren websites waarop ze fictie kunnen vinden. Dat blijft wel uitzonderlijk. De meeste leerlingen tussen 12 en 14 bezoeken nooit websites rond kin-

der- en jeugdliteratuur. Ze hebben vooral belangstelling voor de popcultuur en voor visuele aspecten. Ze willen ook zelf wat meedelen, vertellen en hun meningen uitwisselen met leeftijdsgenoten via interactieve dagboeken en chat rooms.

De voorkeuren voor het visuele zijn opvallend bij alle geïnterviewde kinderen. Ze houden van kleuren, foto's, animatie, films en ook van muziek op de websites. Ze vinden het belangrijk dat een website bij hun leeftijd past en dat het lettertype goed leesbaar is.

Volwassenen

Leraars, bibliothecarissen en studenten gebruiken het internet enkel voor de voorbereiding van hun lessen of voor opzoekingswerk. Opvallend weinig ondervraagden vermeldden websites in verband met interculturele opvoeding of leesbevordering. Dit resultaat nodigt uit tot verder onderzoek.

Leraars, bibliothecarissen en studenten gebruiken het internet enkel voor de voorbereiding van hun lessen of voor opzoekingswerk. Opvallend weinig ondervraagden vermeldden websites in verband met interculturele opvoeding of leesbevordering. Dit resultaat nodigt uit voor verder onderzoek.

De belangrijkste kwaliteiten van websites voor kinderen of voor volwassenen die met kinderen werken zijn, volgens de opvoeders: hoog informatief niveau, geregeld geactualiseerd, leesbaarheid, aantrekkelijk design en gebruiksvriendelijkheid.

Inhoudelijk scoren websites hoog op het vlak van links, biografische informatie en fragmenten uit vermelde boeken. Ook lesmateriaal en recensies worden gewaardeerd.

Hoewel haast alle opvoeders toegang hebben tot het internet, gebruiken slechts weinigen het in de klas. Websites over kinderliteratuur worden nauwelijks gebruikt. In meerdere landen zijn haast geen kwalitatieve websites in verband met kinderliteratuur beschikbaar. Opvoeders zijn ook nauwelijks opgeleid om het internet in de klas te gebruiken.

Werken aan de toekomst:

Onderwijs is ondenkbaar zonder het gebruik van een combinatie van verschillende media.

Hoewel de rol van de 'Nieuwe Media' op school en in de bibliotheek steeds belangrijker wordt, blijven de Europese opleidingen achterop met het invoeren van die nieuwe vakken in hun curricula. De opleidingsprogramma's voor leraren en bibliothecarissen moeten dringend worden aangepast aan de nieuwe situatie en mediatraining moet een eigen plaats krijgen, wil men tegemoet komen aan de uitdagingen die de nieuwe media inhouden. Uit ons onderzoek blijkt de nood aan de ontwikkeling van methodologische hulpmiddelen om geschikte websites in scholen en bibliotheken te kunnen gebruiken. Een mogelijk werkteerrein voor EDM Reporter ligt in het ontwikkelen van ideeën en activiteiten die de synergie tussen bibliotheken en scholen kan bevorderen.

Yhteenveto tutkimuksesta

Tutkimusta ei voi sanoa edustavaksi, koska otanta oli pieni. Tästä huolimatta voimme todeta, että saadut tulokset antavat yleiskuvan nykyisistä suuntauksista internetin käytössä.

Tulokset tuovat esiin myös niitä ongelmia, jotka ovat yhteisiä useimmille maille, joissa tutkimus tehtiin. Yksi tällainen ongelma on esimerkiksi se, että lapsille ei ole tietokoneita luokassa ja lapset joutuvat käyttämään tietokoneita vain tietokonehuoneissa.

Yleisiä huomioita

Tulokset osoittavat, että lapset käyttävät internetiä pelaamiseen, kotitehtävien tekemiseen, musiikin kuuntelemiseen tai chattiin. He eivät näytä olevan tietoisia internetin mahdollisuuksista monikulttuurisuuskasvatuksessa eivätkä he tutki kirjallisuuteen liittyviä sivustoja. Tästä syystä tutkimuksen tulokset eivät ole kovin rohkaisevia projektin päätavoitteen kannalta – halusimme saada selville miten lapset ja lasten kanssa toimivat aikuiset käyttävät internetin mahdollisuuksia kulttuurienvälisessä kasvatuksessa ja lukemisen edistämässä.

Suurin osa opettajista ei myöskään käytä internetiä näihin tarkoituksiin. Kouluissa internetiä ei käytetä kirjallisuustunneilla eikä monikulttuurisuuskasvatuksessa. Vain muutama opettaja mainitsi esimerkkejä sivustoista, joita käytettiin monikulttuurisuus- tai kirjallisuuskasvatuksessa. Tästä voimme päätellä, että opettajat, kirjastonhoitajat ja opiskelijat kyllä käyttävät internetiä, mutta eivät hyödynnä sitä kyseisten aiheiden käsittelyssä luokassa tai kirjastossa.

Lapset

Lapset aloittavat internetin käytön verrattain varhain. Useimmat 8 -10 -vuotiaiden ryhmästä käyttävät internetiä – käyttäjien osuus vaihtelee 65% ja 100 % prosenttien välillä. Osuus nousee tätä vanhempien ryhmässä ja 12 -14 -vuotiaiden kohdalla luku vaihtelee 91% ja 100% välillä.

Teknologian nopean kehityksen myötä lähes kaikissa tutkimusmaissa perheillä on kotona internetyhteyksillä varustettu tietokone. Itse asiassa lapset oppivat käyttämään internetiä kotona ja kotona sitä mieluiten käytetään. Seuraavaksi suosituin paikka on koulu, sitten ystävien ja sukulaisten luona ja internet-kahviloissa. Pojat käyttävät internetiä huomattavasti enemmän kahviloissa kuin tytöt.

Kirjastojen rooli internetin käytössä näytti olevan marginaalinen. Hyvin harva mainitsi kirjaston paikkana jossa hän käyttää internetiä tai jossa hän on oppinut käyttämään sitä. Portugalissa esimerkiksi (missä vain pienten kaupunkien lapsia haastateltiin) koululaiset käyttävät internetiä kirjastossa, koska vain harvan kotona oli internet-yhteys. Tämä yksittäinen esimerkki on poikkeus. Kaikissa muissa maissa kirjastossa internetiä käyttävien osuus oli hyvin pieni. Kirjasto nähdään vielä perinteisenä kirjalainaamona eikä paikkana jossa on mahdollisuus käyttää eri medioita.

Joissakin maissa internetin käyttö kirjastoissa lisääntyy iän myötä ja monissa maissa parhaat kirjallisuusaiheiset sivut ovat kirjastojen tekemiä. Tästä huolimatta kirjastot eivät hyödynnä täysin potentiaaliaan. Jopa maissa, joissa on kehittynyt kirjastolaitos ja hyvä kirjastoverkko, kuten Suomessa tai Puolassa, käyttöaste on matala. Tutkimuksemme osoittaa, että kouluilla ja kirjastoilla olisi suuria mahdollisuuksia, joita ei hyödynnetä tarpeeksi tehokkaasti. Koulujen ja kirjastojen yhteistyö on useimmissa maissa olematonta tai vasta kehitymässä.

Lapset Iso-Britanniassa, Ranskassa ja Saksassa käyttävät harvoin vieraskielisiä nettisivuja, etenkin nuorempina. Tämä voi johtua siitä, että he löytävät kiinnostavia sivustoja omalla kielellään. Muissa maissa, esimerkiksi Itävallassa, on selkeä vastaavuus vieraskielisten sivujen käytön ja lasten äidinkielen välillä – niiden lasten osuus joilla on jokin muu kuin saksa äidinkielenä on lähes sama kuin niiden lasten osuus jotka käyttävät vieraskielisiä internet-sivustoja. Monesti lapset joilla on jokin muu äidinkieli kuin saksa, käyttävät internetsivuja näillä kielillä; joskus kaiken kaikkiaan jopa kolmella tai neljällä eri kielellä. Portugalissa lapset käyttävät usein espanjankielisiä sivustoja. Espanjalaiset lapset eivät kuitenkaan käytä portugalinkielisiä sivustoja.

Vanhemmissa ikäryhmissä käytetään enemmän vieraskielisiä sivustoja ja mahdollisesti myös kirjallisuussivustoja. Ikäryhmässä 12 – 14 vuotta noin neljäsosa lapsista Iso-Britannian tutkimuksessa tunsi kirjallisuusaiheisia sivustoja. Tätä voidaan kuitenkin pitää poikkeuksena, koska tutkimuksen mukaan suurin osa tästä ikäryhmästä ei käytä kirjallisuusaiheisia sivustoja. Heitä kiinnostaa enemmän popmusiikki ja visuaalinen kulttuuri. He haluavat tuoda esiin omia ajatuksiaan ja käyttää luovaa kirjoittamista kommunikointiin ikätoveriensä kanssa interaktiivisessa päiväkirjassa ja on-line chatissa.

Tutkimuksen mukaan visuaaliset mieltymykset näyttävät olevan samoja. Lapset pitävät väreistä, valokuvista, animaatioista ja elokuvista, mutta he pitävät myös musiikista nettisivuilla. He haluavat lisäksi, että sivustot ovat sopivia heidän ikäisilleen ja että sivustot ovat selkeitä.

Aikuiset

Opettajat, kirjastonhoitajat ja opiskelijat käyttävät internetiä tutkimuksissaan ja valmistaessaan oppitunteja tai luentoja. On kiinnostavaa huomata, että vain harva vastaaja mainitsi sivustoja, joita voisi käyttää monikulttuurisuuden tai kirjallisuuden opetuksessa. Tämä on varteenotettava seikka tulevia tutkimuksia suunniteltaessa.

Opetuksessa käytettävien internet-sivustojen tärkeimmät ominaisuudet määriteltiin seuraavasti: sisältää korkeatasoista tietoa, päivitetään säännöllisesti, luettava, houkutteleva ulkoasu ja käyttäjäystävällisyys. Tärkeimmät sisältöä koskevat ominaisuudet olivat: hyvät linkit, kirjailijoiden elämäkertatietoja, otteita ja arvosteluja kirjoista, opetusmateriaalia.

Vaikka lähes kaikilla kasvattajilla on mahdollisuus käyttää internetiä, hyvin harvat käyttävät sitä luokissa ja vielä harvemmat käyttävät kirjallisuussivustoja. Monissa maissa se johtuu siitä, että hyviä sivustoja on vähän. Lisäksi harvat opettajat ovat saaneet koulutusta internetin hyödyntämisestä luokissa.

Tulevaisuuden haasteita

Tulevaisuudessa opetusta ja kasvatusta ei voi ajatella ilman eri medioiden käyttöä. Niin kutsutun uuden median rooli koulussa on kasvamassa, mutta eurooppalainen opettajainkoulutus näyttää hitaasti ottavan sitä mukaan ohjelmaansa. Uuden median tuomat haasteet opettajille ja kirjastonhoitajille edellyttävät, että koulutus sopeutetaan uusiin olosuhteisiin ja mediakasvatus on olennainen osa sekä opettajien- että kirjastohoitajien koulutusta. Tutkimuksemme tuo esiin tarpeen kehittää opetusmetodeja, joilla sopivia internet-sivustoja voidaan hyödyntää kouluissa ja kirjastoissa. EDM Reporter- verkoston yksi mahdollinen toiminta-alue on tuoda esiin ideoita ja toimintamalleja, jotka edistävät koulujen ja kirjastojen yhteisiä tavoitteita.

Synthèse de l'étude

L'étude ne peut être considérée comme représentative du fait du nombre peu important d'exemples. Néanmoins, nous pouvons dire que les résultats obtenus nous donnent une vue d'ensemble des tendances contemporaines de l'utilisation d'Internet. Ils esquissent aussi les problèmes qui sont communs à la plupart des pays où des questionnaires ont été distribués. Un des problèmes est que souvent il n'y a pas d'ordinateur dans les classes et les enfants ont accès à l'informatique dans la salle d'informatique.

Tendances générales

Les résultats montrent que les enfants utilisent Internet pour les jeux, faire leurs devoirs, écouter de la musique, ou discuter. Ils ne paraissent pas avoir conscience de l'importance d'Internet pour une éducation multiculturelle et ils n'utilisent pas le matériel de lecture relatif à la littérature de jeunesse. Aussi, les résultats de l'étude ne sont pas très encourageants par rapport au dessein principal du projet – savoir quand et comment les enfants et les adultes utilisent Internet pour une éducation interculturelle et la promotion de la lecture.

La majorité des enseignants n'utilise pas Internet pour ces thèmes. Dans les écoles, il semble que les ordinateurs ne soient pas utilisés non plus pour une approche de la littérature de jeunesse ou pour le développement d'une éducation interculturelle. Très peu d'enseignants pouvaient citer des sites avec lesquels ils travaillent sur la littérature de jeunesse et l'éducation interculturelle.

De ceci, nous pouvons conclure que les enseignants, les bibliothécaires et les futurs enseignants utilisent Internet mais ils ne l'utilisent pas encore dans le but d'une exploration spécifique des thèmes éducatifs dans la classe ou la bibliothèque.

Les enfants

Les enfants commencent à utiliser Internet très jeune. La plupart des 8/10 se servent d'Internet. Le pourcentage varie entre 65 et 100%. Dans le groupe plus âgé le pourcentage de l'usage d'Internet s'accroît. Dans le groupe des 12/14 ans, il s'établit entre 91 et 100%.

Avec le développement de la technologie, presque chaque famille, dans chaque pays concerné, a un ordinateur avec accès à Internet à la maison. Et c'est principalement à la maison que les enfants apprennent à se servir d'Internet et où ils préfèrent le faire. L'école est citée en seconde place, ensuite les camarades ou les cybercafés, les garçons plus que les filles fréquentent les cybercafés.

Les bibliothèques jouent un rôle marginal dans l'utilisation d'Internet. Le très faible pourcentage des bibliothèques montre qu'elles sont peu utilisées pour apprendre comment se servir d'Internet. Au Portugal, par exemple, (ou seulement les enfants de petites villes ont été interviewés) les élèves utilisent Internet dans les bibliothèques parce que peu d'enfants ont Internet à la maison. Cet exemple est une exception. Dans tous les autres cas où l'étude a été réalisée, le pourcentage des enfants utilisant Internet dans les bibliothèques est très bas. La bibliothèque est toujours vue dans sa forme traditionnelle où il est possible d'emprunter des livres et ce n'est pas comme dans une médiathèque, lieu où il est possible d'utiliser différents médias.

Dans quelques pays, l'utilisation d'Internet dans les bibliothèques augmente marginalement avec l'âge et, dans beaucoup de pays les meilleurs sites en littérature de jeunesse sont créés par des bibliothèques. Malgré cela les bibliothèques ne sont pas utilisées dans leur totale potentialité. Même dans les pays où les bibliothèques sont très développées et les networks de bibliothèques importants comme en Finlande ou en Pologne, l'usage est très lent. Notre étude montre que les écoles et les bibliothèques ont une grande capacité d'éducation qui n'est pas suffisamment utilisée par le système éducatif. La synergie entre bibliothèque et école dans la plupart des pays est soit non existant, soit une esquisse.

Les enfants en Grande Bretagne, en France ou en Allemagne utilisent rarement les sites en langues étrangères, spécialement chez les plus jeunes. La raison est qu'ils trouvent des sites intéressants dans leur propre langue. Dans d'autres pays, comme l'Autriche, c'est une corrélation entre l'utilisation des sites en langues étrangères et la langue maternelle des enfants. Le pourcentage des enfants qui

ont une langue maternelle autre que l'allemand est presque égal au pourcentage des enfants utilisant des langues étrangères. Dans de nombreux cas, les enfants dont la langue maternelle est autre que l'allemand utilisent des sites dans leur langue maternelle et quelque fois dans deux langues ou même quatre langues. Les enfants portugais très souvent utilisent des sites espagnols. Ce n'est pas le cas des autres pays.

Dans les groupes d'âge plus âgés, le nombre d'enfants qui utilisent des sites en langues étrangères et qui connaissent des sites où ils peuvent lire de la fiction, est plus important. Dans le groupe des 12/14 ans, environ un quart des enfants de l'étude en Grande Bretagne connaissent des sites où ils peuvent lire des fictions. Cependant, on peut considérer ceci comme une exception car la plupart des élèves du groupe 12/14 ans interrogés hors Grande Bretagne n'avaient pas accès au site de littérature de jeunesse. Ils sont plus intéressés par la recherche de musique pop et de vidéo. Il apparaît également qu'ils ont besoin d'exprimer leurs propres idées et d'utiliser leur propre langage pour communiquer avec leurs pairs à travers des journaux interactifs et des forums de discussion en ligne.

Quand à l'aspect visuel, les préférences des enfants vont dans le même sens : ils citent couleurs, photos, animation, films mais ils aiment aussi la musique sur les sites. En conclusion, ils souhaitent des sites adaptés à leur groupe d'âge, et des polices lisibles.

Les adultes

Les enseignants, bibliothécaires et futurs enseignants utilisent Internet, mais seulement pour préparer leurs leçons ou faire des recherches. Il est intéressant de noter que très peu de personnes interrogées mentionnent la littérature de jeunesse ou l'éducation interculturelle. Ceci doit être pris en considération comme problématique pour de futures investigations.

Les éléments les plus importants sur les sites pour enfants ou pour adultes travaillant avec les enfants, sont selon les éducateurs, un haut niveau d'information, une mise à jour régulière, une bonne visibilité, une présentation attractive et conviviale. Les points les plus importants du contenu semblent être : de bons liens, une information bibliographique et des extraits de livres représentatifs, suivi de matériel pédagogique et de revues.

Bien que la plupart des pédagogues aient accès à Internet, très peu l'utilisent dans les classes et encore moins utilisent des sites de littérature de jeunesse. Pour de nombreux pays, la raison est qu'il y a peu de sites de qualité. Aussi peu d'enseignants ont été entraînés dans ce champ et ne savent pas comment utiliser Internet dans la classe.

Prochaines tâches

Le devenir de l'éducation est inconcevable sans une utilisation d'une combinaison de différents médias. Le rôle de ce qu'on appelle le "nouveau média" à l'école est devenu de plus en plus important mais la formation pédagogique de l'enseignant en Europe est très lente à intégrer leur cursus. Le challenge créé par les nouveaux médias aussi bien pour les enseignants que pour les bibliothécaires est que les programmes pédagogiques soient adaptés aux nouveaux horizons et l'éducation aux médias doit être un enseignement commun aux enseignants et aux bibliothécaires. Il est urgent de développer un matériel méthodologique pour utiliser avec succès les sites dans les écoles et les bibliothèques. Un champ potentiel de travail pour EDM Reporter, il est nécessaire de suggérer idées et activités avec des synergies entre bibliothèques et écoles.

Zusammenfassung

Aufgrund der begrenzten Anzahl der befragten Personen kann die nur stichprobenartig durchgeführte Umfrage nicht als repräsentativ für den gesamten europäischen Raum angesehen werden. Dennoch geben die Umfrageergebnisse deutliche Hinweise auf aktuelle relevante Tendenzen und Perspektiven der Internetnutzung und umreißen Probleme, die für alle Länder, in denen die Umfrage durchgeführt wurde, gelten. Problematisch ist etwa in vielen Ländern die Frage der Ausstattung: In den meisten Fällen stehen Computer nur in den Räumlichkeiten für EDV-Unterricht, nicht aber in den Klassenzimmern zur Verfügung.

Allgemeine Tendenzen

Die Ergebnisse zeigen, dass Kinder das Internet in unterschiedlicher Form nutzen: um zu spielen, ihre Hausaufgaben zu machen, Musik zu hören oder um zu chatten. Normalerweise suchen sie nicht im Internet nach Lesestoff, der in Zusammenhang mit Kinder- und Jugendliteratur steht. Auch das Bewusstsein von Multikulturalität ist bei der Internetnutzung nicht von Bedeutung für sie. Die Umfrage hat eindeutig ergeben, dass Kinder im Alter von acht bis vierzehn Jahren das Internet kaum oder gar nicht für interkulturelle Erziehung und Leseförderung nutzen.

Auch die Mehrheit der LehrerInnen nutzt das Internet nicht für diese Zwecke: In der Schule wird der Computer nur marginal oder gar nicht für die Arbeit mit Kinder- und Jugendliteratur oder zur Förderung der interkulturellen Erziehung verwendet. Sehr wenige Lehrer konnten Beispiele von Websites mit interkulturellen oder lesefördernden Inhalten nennen.

Diese Tendenz zeigt sich auch in anderen Vermittlergruppen: Auch BibliothekarInnen und Studierende nutzen das Internet nicht zur interkulturellen Erziehung oder um spezifische Themen der Kinder- und Jugendliteratur zu behandeln.

Die Befragung der 8 – 14jährigen

Kinder haben bereits sehr früh Zugang zum Internet. In der Altersgruppe 8-10 Jahre variiert der Anteil der Kinder, die schon das Internet nutzen, zwischen 65 und 100%.

Mit dem Alter steigt auch die Nutzerzahl – bei den 12 bis 14-Jährigen liegt der Prozentsatz der InternetnutzerInnen bereits zwischen 91 und 100%.

Aufgrund der technologischen Entwicklung der letzten Jahre sind immer mehr Haushalte mit Computern und Internetzugang ausgestattet worden – demzufolge überrascht es nicht, dass Kinder die Internetnutzung in erster Linie zu Hause lernen. Doch nicht nur der Erstkontakt mit dem Internet, sondern auch die generelle Internetnutzung findet zum überwiegenden Teil zu Hause statt. Danach kommt die Schule, dann die Nutzung bei Freunden und Verwandten, danach erst Internet-Cafés, die von Buben definitiv häufiger als von Mädchen besucht werden.

Bibliotheken spielen sowohl in der Internetvermittlung als auch als Ort der Internetnutzung in allen Altersgruppen eine verschwindend geringe Rolle: Ein sehr geringer Prozentsatz der befragten Kinder zitiert die Bibliothek oder die Bücherei als Ort, an dem sie mit dem Internet arbeiten, oder gelernt haben, wie man es verwendet.

Die Prozentsätze in Portugal stellen eine Ausnahme zu den allgemeinen Umfrageergebnissen dar, da nur Kinder aus kleinen Städten befragt wurden: Diese nutzen das Internet überproportional häufig in der Bibliothek, weil ihnen zu Hause kein Internetanschluss zur Verfügung steht.

In allen anderen Ländern, in denen die Umfrage durchgeführt wurde, ist der Anteil der Kinder die das Internet in einer Bibliothek verwenden, sehr gering. Die Bibliothek wird noch immer traditionell betrachtet: als ein Ort, an dem man Bücher ausleihen kann, nicht als eine Mediathek im Sinne unterschiedlicher Mediennutzung.

Wenn auch in einigen Ländern die Internetnutzung in Bibliotheken mit dem Alter der Kinder leicht ansteigt und es in mehreren Ländern gerade die Bibliotheken sind, die die besten Websites rund um das Thema Literatur betreiben - das volle Potenzial der Bibliotheken ist noch nicht ausgeschöpft, auch nicht in Ländern mit gut entwickelten und großen Bibliotheken und Bibliotheksnetzwerken wie z.B. Finnland oder Polen.

Unsere Umfrage zeigt, dass Schulen und Bibliotheken ein großes erzieherisches Potential haben, das nicht ausreichend durch das

Bildungssystem genutzt wird. Synergien zwischen Bibliotheken und Schulen sind in den meisten Ländern entweder nicht oder im besten Fall nur lückenhaft vorhanden.

Kinder aus Großbritannien, Frankreich und Deutschland machen - besonders in den jüngeren Altersgruppen - nur selten Gebrauch von Websites in fremden Sprachen. Dies liegt möglicherweise daran, dass es in diesen Ländern interessante Websites in der jeweils eigenen Sprache gibt. In anderen Ländern wie zum Beispiel Österreich gibt es einen Zusammenhang zwischen der Nutzung von Websites in anderen Sprachen und der Muttersprache der befragten Kinder - der Anteil der Kinder mit nicht deutscher Muttersprache ist fast gleich hoch wie der Anteil der Kinder, die Websites in anderen Sprachen als Deutsch verwenden – meist in ihrer Muttersprache, manchmal auch noch in einer dritten oder vierten Sprache.

Portugiesische Kinder verwenden sehr oft spanische Websites – was umgekehrt nicht der Fall ist.

Mit dem Alter steigt nicht nur die Zahl der Kinder, die Websites in fremden Sprachen besuchen, sondern auch die Zahl der Kinder, die Websites zitieren, auf denen sie Belletristik lesen können. In der Altersgruppe 12-14 Jahre kennen in Großbritannien sogar rund ein Viertel aller befragten Kinder Websites mit belletristischen Texten. Doch das ist eher die Ausnahme: 12-14jährige besuchen (wenig überraschend) normalerweise keine Websites zur Kinder- und Jugendliteratur - sie sind mehr an Recherchen in populärkulturellen Fragen (Musik, visuelle Medien) interessiert. Es scheint, dass sie ihre eigenen Ideen und kreativen Fähigkeiten vorzugsweise für die Kommunikation mit Gleichaltrigen verwenden – wie z.B. in blogs und interaktiven Online-Chat-Rooms.

Zu den Nutzungskriterien:

Die optischen Kriterien spielen bei allen befragten Kindern eine wichtige Rolle. Sehr wichtig ist den Befragten, dass die Webseiten Farben, Bilder, Animationen, Filme anbieten; hoch bewertet wurden auch Webseiten mit Musik. Darüber hinaus haben die Kinder durchaus ein Bewusstsein dafür, ob die Websites für ihre Altersgruppe geeignet ist – auch die Lesbarkeit der Schrift ist von Bedeutung.

Die Befragung der erwachsenen Vermittlergruppen

LehrerInnen, BibliothekarInnen und StudentInnen nutzen das Internet - zur Recherche und zur Unterrichtsvorbereitung. Doch nur sehr wenige der befragten VermittlerInnen konnten Websites nennen, die sich auf Leseförderung oder interkulturelle Erziehung beziehen – ein Umstand, der dringenden Handlungsbedarf anzeigt.

Nach Ansicht der erwachsenen VermittlerInnen sind die wichtigsten Kriterien zur Beurteilung der Websites: hohe Qualität der Information, regelmäßige Aktualisierung, gute Lesbarkeit, attraktive Erscheinung sowie Benutzerfreundlichkeit. In inhaltlicher Hinsicht: gute Links, biografische Informationen und Bücherauszüge sowie das Angebot von didaktischem Material und Rezensionen.

Fast alle VermittlerInnen haben Internetzugang, jedoch nicht im Klassenzimmer – weshalb der Prozentsatz derjenigen LehrerInnen, die das Internet dort nutzen, logischerweise gering ist. Doch noch geringer ist der Anteil der PädagogInnen, die Websites für Kinder- und Jugendliteratur verwenden. Die Gründe dafür sind mutmaßlich vielfältig: in vielen Ländern gibt es nur wenige qualitätvolle Websites, teilweise wurden die LehrerInnen nicht in diesem Bereich ausgebildet und sind sich noch nicht bewusst, wie sie das Internet im Unterricht einsetzen können.

Künftige Aufgaben

Die Zukunft der schulischen und außerschulischen Bildung ist ohne den Einsatz einer Kombination verschiedener Medien undenkbar. Selbst wenn die Rolle der so genannten „Neuen Medien“ in der Schule immer wichtiger wird, führt die Lehrerbildung in ganz Europa diesbezügliche Themen nur langsam in die Lehrpläne ein. Die Programme für die Lehrerbildung wie auch für die Ausbildung von BibliothekarInnen müssen hinsichtlich einer aktuellen Medienausbildung dringend an die neuen Bedingungen angepasst werden. Die vorliegende Studie zeigt die Notwendigkeit, methodische Instrumente zu entwickeln, mit denen geeignete Websites in Schulen und Bibliotheken eingesetzt werden können.

Handlungsbedarf besteht außerdem hinsichtlich der Schaffung von Synergien zwischen Bibliotheken und Schulen.

Περίληψη της έρευνας

Η συγκεκριμένη έρευνα δεν είναι αντιπροσωπευτική γιατί βασίστηκε σε περιορισμένο αριθμό ατόμων. Παρ' όλα αυτά μπορούμε να πούμε ότι τα αποτελέσματα μας δίνουν μία εικόνα για τις σύγχρονες τάσεις στη χρήση του διαδικτύου. Επίσης σκιαγράφονται κάποια προβλήματα που είναι κοινά για όλες τις χώρες που πήραν μέρος στην έρευνα. Σε πολλές χώρες για παράδειγμα, τα παιδιά δεν έχουν άμεση πρόσβαση στον υπολογιστή στα σχολεία τους.

Γενικές τάσεις

Τα αποτελέσματα δείχνουν ότι τα παιδιά χρησιμοποιούν το διαδίκτυο για να παίξουν παιχνίδια, να γράφουν τα μαθήματά τους, να ακούν μουσική και να συνομιλούν. Δεν έχουν ιδέα για τη σημασία που μπορεί να έχει το διαδίκτυο στην πολιτιστική εκπαίδευση και συνήθως δεν διαβάζουν δημοσιεύσεις σχετικά με την παιδική λογοτεχνία. Γι' αυτό τα αποτελέσματα αυτής της έρευνας δεν είναι τόσο ενθαρρυντικά σχετικά με το βασικό σκοπό αυτού του εγχειρίματος (project) - να ελέγξει αν και κατά πόσο τα παιδιά, και οι ενήλικες που δουλεύουν με παιδιά, χρησιμοποιούν το διαδίκτυο για την πολιτιστική εκπαίδευση και την ενθάρρυνση του διαβάσματος. Ένα μεγάλο ποσοστό των δασκάλων δεν χρησιμοποιούν το διαδίκτυο γι' αυτό το σκοπό. Στα σχολεία οι υπολογιστές δεν χρησιμοποιούνται για να έρθουν σε επαφή με την παιδική λογοτεχνία ούτε για την ενθάρρυνση της πολιτιστικής εκπαίδευσης.

Λίγοι είναι οι δάσκαλοι οι οποίοι μπορούν να δώσουν παραδείγματα για ιστοσελίδες που παροτρύνουν το διάβασμα ή την πολιτιστική εκπαίδευση.

Από τα παραπάνω μπορούμε να βγάλουμε ένα βασικό συμπέρασμα:

Δάσκαλοι, βιβλιοθηκονόμοι και μαθητές είναι χρήστες του διαδικτύου αλλά ακόμα δεν το χρησιμοποιούν για να ερευνούν συγκεκριμένα και εκπαιδευτικά θέματα, ούτε στα σχολεία ούτε στις βιβλιοθήκες.

Παιδιά (8-14 ετών)

Τα παιδιά αρχίζουν να χρησιμοποιούν το διαδίκτυο σε σχετικά μικρή ηλικία. Τα περισσότερα παιδιά ηλικίας 8-10 ετών χρησιμοποιούν το διαδίκτυο σε ποσοστό 65%-100%. Σταδιακά αυξάνεται η χρήση για να φτάσει στις ηλικίες 12-14 στο ποσοστό 91%-100%.

Χάρη στη σύγχρονη ανάπτυξη της τεχνολογίας, στις περισσότερες χώρες, σχεδόν κάθε οικογένεια έχει στο σπίτι υπολογιστή με σύνδεση στο διαδίκτυο και στην πραγματικότητα εκεί μαθαίνει το παιδί πώς να το χρησιμοποιεί και εκεί το χρησιμοποιεί πιο συχνά. Δεύτερο μέρος χρήσης κατά σειρά προτίμησης είναι το σχολείο, κατόπιν οι φίλοι και οι συγγενείς. Τα αγόρια σαφώς επισκέπτονται τα internet cafe τακτικότερα από τα κορίτσια.

Οι βιβλιοθήκες παίζουν ασήμαντο ρόλο στη χρήση του διαδικτύου. Ένα πολύ μικρό ποσοστό των ερωτηθέντων έχει μάθει τη χρήση του υπολογιστή ή δουλεύει με αυτόν εκεί. Στην Πορτογαλία για παράδειγμα (εκεί ερωτήθηκαν παιδιά από μικρές πόλεις) οι μαθητές χρησιμοποιούν το διαδίκτυο στις βιβλιοθήκες επειδή μόνο ένα μικρό ποσοστό έχει σύνδεση στο σπίτι. Αυτό το παράδειγμα είναι μία εξαίρεση. Σε όλες τις υπόλοιπες χώρες

που έγινε η έρευνα, το ποσοστό των παιδιών που χρησιμοποιούν το διαδίκτυο στις βιβλιοθήκες είναι πολύ μικρό. Η βιβλιοθήκη παραμένει ένα πατροπαράδοτο μέρος για να δανειστείς βιβλία και όχι να χρησιμοποιήσεις τα ΜΜΕ.

Σε μερικές χώρες, η χρήση του διαδικτύου στις βιβλιοθήκες, αυξάνεται ελάχιστα σύμφωνα με την ηλικία των ερωτηθέντων. Σε πολλές χώρες οι καλύτερες ιστοσελίδες για λογοτεχνία δημιουργήθηκαν στις βιβλιοθήκες. Παρ' όλα αυτά, οι βιβλιοθήκες δεν χρησιμοποιούν το δυναμικό τους, ακόμη και σε χώρες με πολύ αναπτυγμένες βιβλιοθήκες και δίκτυα, σαν της Φινλανδίας και Πολωνίας. Η έρευνα δείχνει ότι τα σχολεία και οι βιβλιοθήκες έχουν ένα τεράστιο εκπαιδευτικό δυναμικό που δεν χρησιμοποιείται αρκετά στο εκπαιδευτικό σύστημα και η συνεργασία μεταξύ σχολείου-βιβλιοθήκης στις περισσότερες χώρες δεν υπάρχει ή είναι πολύ ασήμαντη.

Τα ερωτηθέντα παιδιά στην Αγγλία, Γαλλία και Γερμανία σπάνια χρησιμοποιούν ιστοσελίδες σε ξένες γλώσσες, κυρίως σε μικρή ηλικία. Η αιτία γι' αυτό είναι ότι μπορούν να βρουν ιστοσελίδες στη δική τους γλώσσα. Στις άλλες χώρες, στην Αυστρία για παράδειγμα, χρησιμοποιούν ιστοσελίδες τόσο στη μητρική, όσο και σε ξένη γλώσσα. Το ποσοστό των παιδιών με μητρική γλώσσα διαφορετική από τη Γερμανική, είναι σχεδόν ίσο με το ποσοστό των παιδιών που χρησιμοποιούν ιστοσελίδες σε ξένες γλώσσες. Σε πολλές περιπτώσεις, παιδιά με διαφορετική γλώσσα από τη Γερμανική, χρησιμοποιούν ιστοσελίδες στη μητρική τους γλώσσα, καθώς και σε τρίτη και τέταρτη γλώσσα. Στην Πορτογαλία τα παιδιά συχνά χρησιμοποιούν ισπανικές ιστοσελίδες. Το αντίθετο όμως δεν συναντάται.

Με την αύξηση της ηλικίας των ερωτηθέντων, το ποσοστό των παιδιών που χρησιμοποιούν ιστοσελίδες σε ξένες γλώσσες, αυξάνεται. Επίσης αυξάνεται και ο αριθμός των παιδιών που χρησιμοποιούν ιστοσελίδες για να διαβάζουν μυθιστορήματα. Στις ηλικίες μεταξύ 12 και 14, σχεδόν το ¼ όλων των παιδιών στην Αγγλία ξέρουν ιστοσελίδες για να διαβάζουν πεζογραφία. Αυτό όμως είναι μία εξαίρεση, επειδή η έρευνα δείχνει γενικώς ότι οι μαθητές σ' αυτές τις ηλικίες, δεν επισκέπτονται τέτοιες ιστοσελίδες. Αυτά τα παιδιά δείχνουν μεγαλύτερο ενδιαφέρον για

ιστοσελίδες με pop μουσική και video. Φαίνεται επίσης ότι τα παιδιά έχουν ανάγκη να εκδηλώσουν τις ιδέες τους και τις δημιουργικές τους ικανότητες. Θέλουν να επικοινωνούν με παιδιά ίδιας ηλικίας μέσω δραματικών ημερολογίων και μέσω διαδικτύου. Οι προτιμήσεις όλων των παιδιών που έλαβαν μέρος σε αυτή την έρευνα είναι ίδιες. Προτιμούν χρώματα, φωτογραφίες, κινούμενα σχέδια, κινηματογραφικά έργα αλλά και μουσική στις ιστοσελίδες. Εκτός από αυτό, ενδιαφέρονται για ιστοσελίδες κατάλληλες για την ηλικία τους και για καλλιγραφικά αναγνώσματα.

Ενηλικεσ

Δάσκαλοι, βιβλιοθηκονόμοι και σπουδαστές χρησιμοποιούν το διαδίκτυο, αλλά μόνο για να προετοιμαστούν για το σχολείο ή να αναζητήσουν πληροφορίες πάνω σε καθορισμένα θέματα. Έχει ενδιαφέρον ότι πολύ λίγοι από τους ερωτηθέντες αναφέρουν ιστοσελίδες που έχουν σχέση με την πολιτιστική εκπαίδευση και την ενθάρρυνση του διαβάσματος.

Τα σημαντικότερα σημεία στις ιστοσελίδες που ποορίζονται για παιδιά, κατά τη γνώμη των παιδαγωγών τους, είναι:

Το ψηλό επίπεδο πληροφόρησης, η τακτική ανανέωση των ιστοσελίδων, η εύκολη κατανόησή τους, η ελκυστικότητά τους και η εύκολη πρόσβαση. Όσο αφορά στο περιεχόμενό τους, τα σημαντικότερα στοιχεία μίας ιστοσελίδας, κατά τη γνώμη των παιδαγωγών, είναι:

Καλά παραπεμπτήρια(links), πληροφορίες για βιογραφίες, αποσπάσματα πεζογραφίας, κριτικές βιβλίων και παραδειγματικά μαθήματα.

Παρ'όλο που όλοι οι ερωτηθέντες ενήλικες χρησιμοποιούν το διαδύκτιο πολύ λίγοι από αυτούς κάνουν χρήση του στα σχολεία και ακόμα λιγότεροι είναι αυτοί που χρησιμοποιούν ιστοσελίδες με παιδική λογοτεχνία. Σε πολλές χώρες, αυτό οφείλεται στο γεγονός ότι υπάρχουν ελάχιστες ποιοτικές ιστοσελίδες καθώς και ότι δεν υπάρχουν αρκετά καταρτισμένοι εκπαιδευτικοί που να χρησιμοποιούν τις ιστοσελίδες στα σχολεία.

Μελλοντικά καθήκοντα

Δεν μπορούμε να σκεφτούμε την εκπαίδευση στο μέλλον, χωρίς τον συνδιασμό διαφορετικών ΜΜΕ.

Ο ρόλος των σύγχρονων ΜΜΕ στα σχολεία γίνεται όλο και πιο σημαντικός. Παρ'όλα αυτά όμως, η προετοιμασία των δασκάλων στην Ευρώπη πάνω σ' αυτόν τον τομέα γίνεται με αργό ρυθμό. Οι προκλήσεις που βάζουν τα σύγχρονα ΜΜΕ στους δασκάλους και στους βιβλιοθηκονόμους, σημαίνει ότι τα προγράμματα για την εκπαίδευση τους πρέπει να συμβαδίζουν με τις καινούργιες συνθήκες και να γίνουν υποχρεωτικό μέρος της εκπαίδευσής τους. Η δική μας έρευνα τονίζει την ανάγκη για ανάπτυξη της μεθοδολογίας ώστε να μπορεί να χρησιμοποιηθεί με κατάλληλες ιστοσελίδες σε σχολεία και βιβλιοθήκες. Αλλά μελλοντικά καθήκοντα του δικτύου EDM Reporter, είναι να ψάχνει για καινούργιες ιδέες και προτάσεις, για να διευκολύνεται η συνεργασία μεταξύ σχολείων και βιβλιοθηκών.

Podsumowanie badań ankietowych

Wyniki badań ankietowych nie mogą być traktowane jako reprezentacyjne ze względu na ograniczoną liczbę ankietowanych. Pomimo tego uzyskane rezultaty nakreślają współczesne trendy w korzystaniu z Internetu. Ujawniają również problemy, wspólne dla większości krajów, w których ankieta została przeprowadzona. Jednym z takich problemów jest brak komputerów w salach lekcyjnych i konieczność korzystania z nich wyłącznie w specjalnie zaprojektowanych Pracowniach Komputerowych.

Ogólne trendy

Uzyskane rezultaty uświadamiają, że dzieci wykorzystują Internet do grania w gry komputerowe, do odrabiania zadań domowych, do słuchania muzyki i prowadzenia rozmów na czacie. Nie wydaje się, żeby miały świadomość znaczenia Internetu w edukacji wielokulturowej, zazwyczaj nie wykorzystują Internetu do czytania materiału, związanego z literaturą dziecięcą. Z tego powodu wyniki ankiety nie są zachęcające z punktu widzenia celów projektu – sprawdzenia czy i w jaki sposób dzieci i dorośli pracujący z dziećmi wykorzystują Internet w edukacji międzykulturowej i promowaniu czytelnictwa.

Większość nauczycieli również nie wykorzystuje Internetu do tego celu. Okazało się, że w szkołach nie wykorzystuje się komputerów do pracy z literaturą dziecięcą czy do promowania edukacji międzykulturowej. Niewielu nauczycieli potrafiło podać przykłady stron internetowych, które zawierałyby aspekty międzykulturowości lub promowania czytelnictwa.

Możemy z tego wnioskować, że nauczyciele, bibliotekarze i uczniowie pomimo używania Internetu wciąż nie wykorzystują go do poszukiwania określonych tematów edukacyjnych, przydatnych w pracy w szkole lub bibliotece.

Dzieci

Dzieci zaczynają używać Internet w porównywalnie wczesnym wieku. Większość dzieci w wieku 8-10 lat już wykorzystuje Internet – procentowo od 65-100%. W starszym wieku dolna granica wzrasta. W grupie wiekowej 12-14 lat 91-100% dzieci wykorzystuje Internet.

Zgodnie z obecnym rozwojem technologii we wszystkich krajach prawie każda ankietowana rodzina miała w domu komputer z dostępem do Internetu. Zatem dzieci głównie uczą się używać Internet w domu i przeważnie w domu wolą z niego korzystać. Szkoła jest drugim co do ważności miejscem, następnie koledzy, krewni i kawiarenki internetowe. Chłopcy zdecydowanie częściej korzystają z kawiarenek internetowych niż dziewczęta.

Biblioteki odgrywają marginalną rolę jako miejsca wykorzystywania Internetu. Nikły procent ankietowanych wskazał bibliotekę jako miejsce korzystania z Internetu czy też nauki, jak z niego korzystać. Przykładowo w Portugalii (gdzie badano tylko dzieci z małych miast) okazało się, że dzieci korzystają z bibliotek, ponieważ niewielki odsetek rodzin posiada komputer z dostępem do Internetu w domu. Ten kraj stanowi wyjątek. We wszystkich pozostałych krajach odsetek dzieci, korzystających z Internetu w bibliotekach był bardzo mały. Biblioteki nadal są traktowane jako tradycyjne miejsca wypożyczania książek, a nie jako mediateki, gdzie jest możliwość skorzystania z różnych mediów elektronicznych.

W niektórych krajach używanie Internetu w bibliotekach wzrasta nieco wraz z wiekiem, natomiast w wielu krajach najlepsze strony internetowe dotyczące literatury są tworzone przez biblioteki. Poza tym biblioteki nie wykorzystują pełni swojego potencjału. Nawet w krajach z bardzo dobrze rozwiniętymi bibliotekami i wielkimi sieciami bibliotek, takich jak Finlandia czy Polska, wykorzystanie Internetu w bibliotekach jest stosunkowo niskie. Nasze badania potwierdziły, że zarówno biblioteki jak i szkoły posiadają ogromny potencjał edukacyjny, który nie jest efektywnie wykorzystywany przez krajowe systemy edukacyjne.

Współpraca pomiędzy bibliotekami i szkołami w większości krajów albo nie istnieje albo jest w najlepszym razie tylko naszkicowana.

Dzieci w Wielkiej Brytanii, Francji i Niemczech, szczególnie te w młodszym wieku, rzadko wykorzystują obcojęzyczne strony internetowe. Przyczyną może być to, że znajdują interesujące strony internetowe we własnym języku. W innych krajach, takich jak Austria procentowo prawie tyle samo dzieci korzysta ze stron internetowych w językach obcych i w języku ojczystym. W wielu przypadkach dzieci, mówiące innym językiem ojczystym niż niemiecki, korzystają ze stron internetowych w swoim rodzimym

języku, a czasami w trzecim lub czwartym języku obcym. Dzieci portugalskie bardzo często korzystają ze stron hiszpańskich – jest to oczywiste.

Wraz z wiekiem wzrasta ilość dzieci, korzystających z obcojęzycznych stron internetowych i ilość dzieci, czytających literaturę. W Wielkiej Brytanii około 25% dzieci w wieku 12-14 lat znało strony internetowe, na których mogły poczytać literaturę. Jest to wyjątkowy przypadek, ponieważ ankiety potwierdzają, że większość uczniów w wieku 12-14 lat nie odwiedza stron internetowych z literaturą dziecięcą i młodzieżową. Są oni bardziej zainteresowani wyszukiwaniem muzyki pop i innych przykładów wizualnej kultury. Okazało się, że z tego powodu uczniowie czują potrzebę wyrażania swoich własnych pomysłów i wykorzystywania swoich twórczych umiejętności pisarskich w komunikowaniu się ze swoimi kolegami poprzez interaktywne pamiętniki i czaty on-line.

Wizualne preferencje dzieci są wspólne dla wszystkich ankietowanych – zwracają oni uwagę na stronach internetowych na kolory, fotografie, animacje, filmy oraz muzykę.

W dodatku bardziej cenią sobie strony, odpowiednie dla ich wieku i posiadające czytelne napisy.

Dorośli

Nauczyciele, bibliotekarze i dorośli studenci korzystają z Internetu wyłącznie, żeby przygotowywać się do zajęć lub prowadzić badania. Ciekawe jest, że bardzo niewielu respondentów wymienia strony internetowe jako źródło edukacji międzykulturowej lub promowania czytelnictwa. Ten problem powinien być wzięty pod uwagę podczas przyszłych badań.

Według edukatorów najważniejszymi elementami stron dla dzieci lub stron dla dorosłych, pracujących z dziećmi są wysoki poziom dostarczanej informacji, stała aktualizacja, czytelność, atrakcyjna prezentacja i przyjazność względem użytkownika. Najważniejszymi aspektami zawartości stron internetowych są: dobre linki, informacje biograficzne, fragmenty książek wraz ze streszczeniami i scenariuszami lekcji.

Chociaż prawie wszyscy edukatorzy mają dostęp do Internetu, to bardzo niewielu wykorzystuje Internet podczas lekcji w klasie, a jeszcze mniej korzysta ze stron internetowych, poświęconych literaturze dla dzieci. W wielu krajach przyczyną jest bardzo mała ilość stron internetowych wysokiej jakości. Ale także nie wszyscy edukatorzy zostali przeszkoleni w tym zakresie, zatem są nieświadomi tego, w jaki sposób wykorzystywać Internet w klasie.

Zadania na przyszłość

Nie można wyobrazić sobie przyszłości edukacji bez wykorzystania kombinacji różnych mediów. Rola tzw. „Nowych Mediów” w szkole rośnie znacząco ale metodyka nauczania w krajach europejskich bardzo powoli wprowadza je w curricula. Wyzwania, jakie są stawiane przez nowe media przed nauczycielami i bibliotekarzami oznaczają, że programy szkoleniowe muszą być zaadaptowane do nowych warunków a edukacja medialna musi stać się w sposób standardowy częścią metodyki nauczania nauczycieli i bibliotekarzy. Nasze badania naświetlają potrzebę rozwinięcia narzędzi metodologicznych do wykorzystania wraz z odpowiednimi stronami internetowymi w szkołach i bibliotekach. Właśnie EDM Reporter sugeruje metody i ćwiczenia, które doprowadzą do współpracy bibliotek i szkół.

Resumo do estudo

Não sendo um estudo representativo, dado o pequeno número da amostra, os resultados obtidos permitem obter uma visão genérica sobre tendências contemporâneas de utilização da internet e apontar alguns dos problemas comuns a todos os estados onde se passaram os questionários. Um destes problemas é, por exemplo, o facto de não existirem computadores nas salas de aula e as crianças terem de se deslocar a salas de informática para os utilizar.

Tendências Gerais

Os resultados dos questionários indicam que as crianças usam a internet para jogar, fazer os trabalhos de casa, ouvir música e conversar em linha (chat). Aparentemente não possuem qualquer consciência da importância da internet para a educação multicultural e geralmente não lêem materiais relacionados com literatura infantil e juvenil na internet. Assim sendo, os resultados do estudo não são muito encorajadores no que toca ao principal objectivo do projecto que é o de verificar se e como as crianças / adultos que trabalham com crianças usam a internet para aprendizagens interculturais ou promover a leitura. A maioria dos professores também não usa a internet para estes fins. É dedutível dos questionários que, nas escolas, os computadores não são usados como material de promoção da literatura infanto-juvenil ou para promover a educação intercultural. Foram poucos os professores que deram exemplos de sítios electrónicos com que trabalham e que possuam conteúdos quer de promoção do intercultural quer de promoção da leitura.

Em muitos estados não existe um computador na sala de aula e na maioria dos casos os computadores estão em salas específicas, de informática.

Pode então concluir-se que os professores, bibliotecários e alunos da formação inicial de professores usam a internet, mas não a usam ainda para explorar tópicos educativos específicos na sala de aula ou na biblioteca.

Eis algumas das conclusões válidas para todos os estados em que se conduziu o estudo.

Crianças

- As crianças começam a usar a internet relativamente cedo em termos de idade. A maioria das crianças da faixa etária 8-10 já usa a internet, numa percentagem que varia entre os 65 e os 100 %. Na faixa etária seguinte a percentagem de utilização da internet sobe e no grupo dos 12-14 volta a subir, variando entre os 91 e os 100%.
- Face aos actuais desenvolvimentos da tecnologia, quase todas as famílias em cada um dos países investigados possuem um computador com acesso à internet em casa. É, de facto, em casa que as crianças aprendem a usar a internet e o espaço em que preferem usá-la. A escola vem em segundo lugar, seguindo-se-lhe amigos, familiares e ciber-cafés; os rapazes usam mais e mais frequentemente a internet em ciber-cafés do que as raparigas.
- As bibliotecas têm um papel marginal no que respeita à utilização da internet. É uma pequena percentagem, aquela que cita a biblioteca como o lugar onde usam ou onde aprenderam a usar a internet. Em Portugal, por exemplo (onde se entrevistaram crianças de pequenos centros urbanos) os alunos usam a internet na biblioteca de escola porque só uma pequena percentagem de crianças possui ligação à internet em casa. Este exemplo isolado de um uso significativo da internet na biblioteca de escola é uma excepção. Em todos os outros estados onde se levou a cabo o estudo a percentagem de crianças que usa a internet na biblioteca é muito baixa. A biblioteca ainda é vista de forma tradicional como local de empréstimo de livros e não como mediateca – um local onde é possível usar diversos média para diversos tópicos.
- Em alguns países a utilização da internet nas bibliotecas aumenta ligeiramente com a faixa etária e, em muitos países, os melhores sítios electrónicos sobre literatura foram criados em, e por, bibliotecas. Apesar disto, as bibliotecas não desenvolvem todo o seu potencial mesmo em estados que possuem bibliotecas muito bem desenvolvidas e a trabalhar em rede como na Finlândia ou na Polónia. O estudo mostra que as escolas e as bibliotecas possuem um elevado potencial educativo que não é suficientemente usado pelo sistema educativo e que as sinergias entre bibliotecas e escolas na maior parte dos estados ou não existem ou são apenas ténues.
- As crianças do Reino Unido, França e Alemanha raramente usam sítios electrónicos em língua estrangeira, sobretudo as mais jovens. Tal poderá ficar a dever-se ao facto de existirem sítios electrónicos interessantes nas suas próprias línguas. Noutros países como a Áustria, por exemplo, existe uma correlação entre o uso de sítios electrónicos em língua estrangeira e a língua materna das crianças que responderam ao questionário – sendo a percentagem de crianças cuja língua materna não é o alemão igual à percentagem de crianças que usa sítios em língua estrangeira. Em muitos casos as crianças cuja língua materna não é o alemão usam sítios na sua língua mater-

na. Desenvolvem igualmente a capacidade para aprender línguas estrangeiras e usam por vezes os sítios electrónicos numa terceira ou quarta língua estrangeira. As crianças portuguesas usam frequentemente sítios em espanhol, o que não acontece no sentido inverso. À medida que a faixa etária aumenta, aumenta o número de crianças que usa sítios electrónicos em língua estrangeira e que sabe de sítios onde pode ler ficção. No grupo dos 12-14 anos, na sondagem conduzida no Reino Unido, cerca de um quarto de todas as crianças conhecem sítios electrónicos onde podem ler ficção.

- Pode-se inferir das respostas que os jovens no grupo etário dos 12-14 (com algumas excepções) não acedem a sítios de literatura infanto-juvenil. Estão mais interessados em sítios de cultura popular e visual. Parecem necessitar de expressar as suas ideias e usar as suas capacidades de escrita criativa para comunicar com os pares por intermédio de diários interactivos e salas de conversa virtuais (chat rooms).
- É óbvio que a internet faz parte da vida das crianças, em especial no que diz respeito à cultura popular.
- As preferências visuais das crianças são comuns. Preferem cores, fotografias, animação, filmes e também gostam de música nos sítios electrónicos. Para além destes aspectos, preocupa-os se os sítios electrónicos serão adequados para as suas idades e se o tamanho de letra é legível.
- O interesse expresso pelas crianças em conhecer e comunicar com pessoas de outros países e em descobrir informação sobre estes poderá constituir um excelente ponto de partida para o trabalho com sítios electrónicos relevantes para a educação intercultural.

Adultos

- Os professores, bibliotecários e alunos da formação inicial de professores usam a internet mas apenas para preparar aulas ou fazer pesquisa; não a utilizam para a exploração educativa de tópicos. É interessante verificar que foram escassos os respondentes, adultos ou crianças, que mencionaram sítios electrónicos de educação intercultural ou para a promoção da leitura, constituindo estas áreas possíveis de investigação futura.
- Os elementos mais importantes dos sítios electrónicos para crianças ou para os adultos trabalharem com crianças são, de acordo com as opiniões de educadores: o elevado nível de informação, a actualização regular, a legibilidade, o design atraente e serem fáceis de usar.
- Os aspectos mais importantes do conteúdo são: boas hiperligações, informação biográfica e excertos dos livros mencionados, seguidos de materiais pedagógicos e resenhas.
- Apesar de quase todos os adultos terem acesso à internet, poucos a usam na sala de aula e ainda menos sítios electrónicos de literatura infanto-juvenil. Em muitos países isto deve-se ao facto de existirem poucos sítios electrónicos de qualidade nesta área; mas também ao facto de os educadores não receberem formação neste campo e desconhecem como usar a internet na sala de aula.
- O reduzido uso da internet na sala de aula fica também a dever-se genericamente ao facto de não existir ligação à internet.
- Simultaneamente existe uma correlação entre os usos de professores e crianças da internet em sala de aula relativamente à educação intercultural e à promoção da leitura. Por exemplo, no Reino Unido, todos os bibliotecários que responderam ao inquérito usam este tipo de sítios electrónicos no trabalho em biblioteca /sala de aula, e correspondentemente uma maior percentagem de crianças usa estes sítios electrónicos para fazer os trabalhos de casa.

Tarefas futuras:

O futuro da educação escolar é impensável sem recurso a uma combinação de diferentes média.

Apesar de o papel dos 'novos média' na escola se ir tornando importante na escola, a formação de professores na Europa é lenta na introdução destes tópicos nos currículos. Os desafios que os novos média criam para os professores e bibliotecários significam que há que adaptar os programas de formação de professores às novas condições e que a educação para os média se tem de tornar parte integrante da formação de professores e de bibliotecários. O presente estudo aponta a necessidade de desenvolver instrumentos metodológicos de utilização de sítios electrónicos adequados em escolas e bibliotecas. Assim sendo, a equipa EDM Reporter já começou a preparar algumas sugestões para a formação de professores.

As bibliotecas (escolares e públicas) na maioria dos estados ainda se não envolveram de facto no processo educativo, embora possuam um enorme potencial de cooperação com professores e crianças na área de utilização dos média. Outra área de trabalho potencial para o EDM Reporter é sugerir ideias e actividades que facilitarão sinergias entre bibliotecas e escolas.

Rezumatul studiului

Studiul nu poate fi considerat reprezentativ din cauza numărului mic de eșantioane. Cu toate acestea, putem spune că rezultatele obținute ne dau o perspectivă generală asupra utilizării Internetului. De asemenea, surprinde probleme comune în toate țările în care s-au aplicat interviurile. O problema ar fi faptul ca adeseori nu exista computere in clasa si acestea pot fi accesate numai in salile special amenajate , in laboratoarele de informatica. Se pot trage cateva concluzii generale legate de utilizarea Internetului.

Concluzii Generale

Rezultatele arată că Internetul e folosit de către copii pt. a se juca, a-și face temele, a asculta muzică sau pt a sta de vorbă/ chat . Nu par a-și da seama de importanța Internetului in educatia multiculturală, și în general nu citesc pe Internet materiale legate de literatura pt. copii.

Din această cauză rezultatele studiului nu sunt prea încurajatoare în ceea ce privește scopul principal al proiectului - de a verifica dacă și cum copiii și adulții care lucrează cu copiii folosesc Internetul pt. educație interculturală și promovarea lecturii.

Majoritatea profesorilor nu folosesc Internetul pt. aceste scopuri. În școli, calculatoarele sunt folosite în alte scopuri nu pt. a accesa site-uri de literatură pt. copii nici pt. promovarea educației interculturale. Foarte puțini profesori pot da exemple de website-uri pe care le utilizează pt. conținutul lor intercultural sau de promovare a lecturii.

Putem trage următoarea concluzie importantă: profesorii, bibliotecarii și studenții folosesc Internetul, dar nu pentru a explora subiecte specifice în clasă, în biblioteca școlii sau la biblioteca publică.

Copiii

Copiii încep să folosească calculatorul la o vîrstă destul de fragedă. Majoritatea copiilor din grupa de vîrstă 8-10 ani folosesc deja Internetul , procentul fiind între 65% -100%. O dată cu înaintarea în vîrstă crește și procentul utilizării Internetului astfel încît la 12-14 ani procentajul este de 91%-100%.

Datorită actualei dezvoltări a tehnologiei, aproape fiecare familie din fiecare țară participante la studiu, avea computer si conexiune internet acasă. De fapt locul principal în care copiii învață să folosească internetul este acasă, și tot propria casă este locul preferat de utilizare a internetului.

Școala este pe locul doi, urmată de prieteni, rude sau internet café. Băieții, în mod evident merg la internet café mai des decît fetele.

Bibliotecile joacă un rol marginal în folosirea internetului. Un foarte mic procent arată bibliotecile ca locuri unde copiii folosesc internetul ori unde au învățat să îl folosească. În Portugalia, de exemplu (unde au fost intervievați doar copii din orașe mici), elevii folosesc internetul la bibliotecă pentru că doar un număr foarte mic dintre ei au conexiuni internet acasă. Acest exemplu singular de utilizare a internetului la bibliotecă este o excepție. În toate celelalte țări în care s-a derulat studiul, nr. de copii care folosesc internetul la bibliotecă este foarte scăzut. Biblioteca este încă vazută în mod tradițional ca locul de unde poți împrumuta cărți și nu ca mediatecă - un loc unde poți folosi diverse mijloace media.

În anumite țări utilizarea internetului la bibliotecă crește o dată cu vîrsta și în multe țări cele mai bune web siteuri de literatură sunt create de către biblioteci.

În ciuda acestui fapt, bibliotecile nu sunt folosite la potențialul lor maxim. nici măcar în țările cu biblioteci foarte bine dezvoltate și cu rețele de biblioteci ca în Finlanda și Polonia. Studiul nostru arată că școlile și bibliotecile au un potențial educațional foarte mare care nu e folosit suficient de sistemul de învățămînt. Sinergia dintre școli și biblioteci este inexistentă sau abia conturată.

Copiii din Marea Britanie, Franța și Germania rareori folosesc web-siteuri în limbi străine, mai ales la vîrstă mică. Aceasta poate datorită faptului că au site-uri interesante în limbile materne. În alte țări ca Austria de exemplu, există o corelație între folosirea website-urilor în limbi străine și limba maternă a copiilor intervievați - procentul copiilor cu limba maternă alta decît germana fiind aproape egal cu cel al copiilor ce folosesc site-uri în limbi străine. În multe cazuri copiii care au altă limbă maternă decît germana

folosesc site-uri în limba maternă și uneori chiar într-o a treia sau a patra limbă. Copiii portughezi folosesc adesea site-uri în limba spaniolă. Dar copiii spanioli nu folosesc site-uri în limba portugheză.

Pe măsură ce vârsta crește, crește și numărul copiilor care folosesc website-uri în limbi străine și al celor care știu despre website-uri unde pot citi ficțiune. La grupa de vârstă 12-14 ani din Marea Britanie aproape un sfert dintre copiii intervievați știau despre site-uri unde pot citi ficțiune.

Aceasta însă poate fi considerată excepție, pentru că în mare studiul arată că elevii de 12-14 ani nu accesează site-uri de literatură pentru copii și tineret

Sunt mai interesați să caute elemente de cultură pop și vizuală. Se pare că nevoia lor este de a putea să-și exprime ideile proprii să-și folosească talentele creative pentru a comunica cu ceilalți prin jurnale interactive și în camerele de chat .

Preferințele vizuale ale copiilor sunt comune tuturor celor care au participat la studiu. Ei preferă culorile, fotografiile, animația, filmele și le place să asculte muzică pe website. De asemenea îi interesează ca site-urile să fie potrivite grupei lor de vârstă, și fontul să fie ușor de citit.

Adulții

Profesorii, bibliotecarii și studenții folosesc internetul, dar numai pt. a-și pregăti lecțiile sau pentru cercetare. Este interesant de menționat că foarte puțini respondenți, au menționat website-uri legate de educația interculturală sau promovarea lecturii. Acest fapt ar putea fi luat în calcul pentru investigații viitoare.

După părerea experților, cele mai importante elemente ale site-urilor pt. copii sunt: un nivel ridicat a informației, să fie aduse la zi/modernizate regulat, să fie ușor de citit, să fie atractive și ușor de utilizat.

Cele mai importante aspecte legate de conținut par a fi link-uri bune, informații biografice și extrase din cărți urmate de recenzii.

Deși aproape toți experții au acces la internet, foarte puțini îl folosesc în clasă și încă și mai puțini folosesc website-uri de literatură pentru copii. În multe țări această situație se datorează faptului că sunt foarte puține website-uri de calitate. De asemenea nu toți educatorii nu au fost formați în acest domeniu și nu știu cum să folosească internetul în clasă.

Obiective viitoare:

Viitorul educației în școli este de neconceput fără a combina diferite mijloace media. Rolul așa numitelor “ noi mijloace media” în școală devine din ce în ce mai important, dar formarea profesorilor din Europa se desfășoară într un ritm mai lent când vorbim de introducerea de noi subiecte în programele școlare.

Noile mijloace media reprezintă provocări pentru educatori, aceasta însemnând că programele de formare profesională a educatorilor trebuie să fie adaptate noilor condiții, și educația bazată pe mijloace media trebuie să devină parte integrantă a programelor de formare profesională pentru profesori și bibliotecari.

Studiul nostru scoate în evidență nevoia dezvoltării de mijloace metodologice de folosire a website-urilor de literatură în școli și biblioteci. Un alt potențial domeniu de lucru pt EDM Reporter este de a sugera idei și activități care să faciliteze sinergia dintre școli și biblioteci.

Zhrnutie

Na základe ohraničeného počtu opýtaných osôb nemôžeme považovať kontrolne uskutočnenú anketu za reprezentatívnu pre celý európsky priestor. Napriek tomu výsledky ankety zreteľne poukazujú na aktuálne relevantné tendencie a perspektívy používania internetu a naznačujú problémy prítomné vo všetkých krajinách, v ktorých bola anketa uskutočnená. Problematickou je v mnohých krajinách otázka vybavenia: vo väčšine prípadov sú počítače k dispozícii len v učebniach pre výuku informatiky a nie v triedach.

Všeobecné tendencie

Výsledky ukazujú, že deti využívajú internet v rôznych formách: na hranie, prípravu domácich úloh, počúvanie hudby, čítanie. Deti obvyčajne nehľadajú na internete čítanie, ktoré by súviselo s literatúrou pre deti a mládež. V súvislosti s používaním internetu ich nezaujímajú ani témy súvisiace s multikulturalitou. Anketa jednoznačne ukázala, že deti vo veku od osem do štrnásti rokov takmer alebo vôbec nepoužívajú internet na interkulturálnu výchovu a podporu čítania.

Ani väčšina učiteľov nevyužíva internet na tieto účely: v škole sa počítač používa pri práci s literatúrou pre deti a mládež alebo pri podpore interkulturálnej výchovy len okrajovo alebo vôbec nie. Veľmi málo učiteľov vedelo uviesť príklady na webové stránky s interkulturálnym alebo čítanie podporujúcim obsahom.

Táto tendencia sa ukazuje aj pri iných skupinách sprostredkovateľov: ani knihovníci a študenti učiteľstva nevyužívajú internet na interkulturálnu výchovu alebo pri spracovaní špecifických tém súvisiacich s literatúrou pre deti a mládež.

Otázky adresované 8 – 14-ročným

Deti majú už veľmi skoro prístup k internetu. Vo vekovej skupine 8 – 10-ročných sa percentuálny podiel detí, ktoré už používajú internet, pohybuje medzi 65 – 100%. S vekom stúpa aj počet používateľov internetu – pri 12 – 14-ročných percentuálny podiel predstavuje 91 – 100%.

Na základe technologického rozvoja v posledných rokoch je stále viac domácností vybavených počítačmi a prístupom k internetu – preto neprekvapuje, že sa deti učia používať internet predovšetkým doma. Nielen prvý kontakt s internetom, ale aj všeobecné používanie internetu je v prevažnej väčšine spojené s domácim prostredím. Potom nasleduje škola, používanie internetu u priateľov a príbuzných, až potom internetové kaviarne, ktoré omnoho častejšie ako dievčatá navštevujú chlapci.

V súvislosti so všetkými vekovými skupinami detí knižnice zohrájú len malú úlohu pri oboznamovaní sa s internetom, ako aj s jeho používaním: veľmi malý percentuálny podiel opýtaných detí uvádza knižnicu ako miesto, kde pracujú s internetom alebo kde sa ho naučili používať.

Percentuálne podiely v Portugalsku predstavujú výnimku oproti všeobecným výsledkom ankety, pretože tu boli oslovené len deti z malých miest: tieto používajú internet oveľa častejšie v knižniciach, pretože doma nemajú k dispozícii pripojenie na internet.

Vo všetkých ostatných krajinách, v ktorých bola anketa uskutočnená, je podiel detí využívajúcich internet v knižniciach veľmi nízky. Knižnica je ešte stále vnímaná tradične: ako miesto, kde sa dajú vypožičkať knihy a nie ako mediotéka s rozličným využitím médií.

Aj keď v niektorých krajinách používanie internetu v knižniciach s vekom detí mierne stúpa a vo viacerých krajinách sú to práve knižnice, ktoré vytvárajú najlepšie webové stránky o literatúre – celkový potenciál knižníc ešte nie je vyčerpaný, a to ani v krajinách s dobre rozvinutými a veľkými knižnicami a sieťami knižníc ako napr. Fínsko alebo Poľsko.

Naša anketa ukazuje, že školy a knižnice majú veľký výchovný potenciál, ktorý nie je dostatočne využitý prostredníctvom vzdelávacieho systému. Spolupráca medzi knižnicami a školami vo väčšine krajín buď chýba, alebo je v lepšom prípade nesystematická.

Deti z Veľkej Británie, Francúzska a Nemecka – predovšetkým nižších vekových skupín – len zriedkavo využívajú webové stránky v cudzích jazykoch. To je ovplyvnené pravdepodobne tým, že v týchto krajinách sú k dispozícii zaujímavé webové stránky vo vlastnom jazyku. V iných krajinách ako napr. v Rakúsku existuje spojitosť medzi používaním webových stránok v iných jazykoch a materinským jazykom opýtaných detí – podiel detí, ktorých materinským jazykom nie je nemčina, je rovnaký ako podiel detí, ktoré používajú

webové stránky v iných jazykoch ako v nemčine -- väčšinou v ich materinskom jazyku, niekedy ešte aj v treťom alebo štvrtom jazyku. Deti z Portugalska používajú veľmi často španielske webové stránky – čo však ale neplatí obrátene.

S vekom nestúpa len počet detí, ktoré navštevujú webové stránky v cudzích jazykoch, ale aj počet detí, ktoré uvádzajú webové stránky, na ktorých môžu čítať beletriu. Vo vekovej skupine 12 – 14-ročných pozná vo Veľkej Británii dokonca jedna štvrtina všetkých opýtaných detí webové stránky s beletristickými textami. To je však skôr výnimka: 12 – 14-roční nenavštevujú (čo je menej prekvapujúce) obyčajne žiadne webové stránky venované literatúre pre deti a mládež – zaujímajú sa skôr o rešerše v oblasti populárnej kultúry (hudba, vizuálne médiá). Zdá sa, že vlastné myšlienky a kreatívne schopnosti uplatňujú predovšetkým v rámci komunikácie s rovesníkmi – ako napr. v blogoch a interaktívnych on-lineových četovacích miestnostiach.

Ku kritériám požívania:

Optické kritériá zohrávajú dôležitú úlohu pre všetky opýtané deti. Veľmi dôležité pre opýtaných bolo to, že webové stránky ponúkajú farby, obrazy, animácie, filmy; vysoko hodnotené boli aj webové stránky s hudbou. Popri tom bolo pre deti dôležité aj to, či sú webové stránky pre ich vekovú skupinu vhodné – relevantná je pre nich aj čitateľnosť písma.

Otázky adresované učiteľom, knihovníkom a študentom učiteľstva. Učitelia, knihovníci a študenti učiteľstva používajú internet na rešeršu a k príprave na vyučovanie. Len veľmi málo opýtaných vedelo uviesť webové stránky, ktoré podporujú čítanie alebo interkultúrnú výchovu – skutočnosť, ktorá upozorňuje na potrebu neodkladného riešenia tohto stavu.

Podľa názoru učiteľov, knihovníkov a študentov učiteľstva sú najdôležitejšími kritériami hodnotenia webových stránok: vysoká kvalita informácií, pravidelná aktualizácia, dobrá čitateľnosť, atraktívny vzhľad, ako aj užívateľský komfort. Z obsahového hľadiska: dobré odkazy na webové stránky, biografické informácie a ukážky z kníh, ako aj ponuka didaktického materiálu a recenzií.

Takmer všetci učitelia, knihovníci a študenti učiteľstva majú prístup k internetu. Učitelia však prístup k internetu nemajú v triedach, čo je prirodzene, aj príčinou nízkeho percentuálneho podielu učiteľov, ktorí internet používajú v triedach. Ešte nižší je však počet pedagógov, ktorí používajú webové stránky zamerané na literatúru pre deti a mládež. Príčin je pravdepodobne viacej: v mnohých krajinách je len veľmi málo kvalitných webových stránok, niekedy nemajú učitelia informácie o týchto stránkach a navyše nevedia, ako môžu internet využiť na vyučovanie.

Úlohy do budúcnosti

Budúcnosť školského a mimoškolského vzdelávania je nemysliteľná bez používania kombinácie rôznych médií. Aj keď význam takzvaných „nových médií“ v škole neustále rastie, v celej Európe sa len pomaly dostávajú do učebných osnov vzdelávania učiteľov témy vzťahujúce sa k tomuto fenoménu. Programy pre vzdelávanie učiteľov i knihovníkov musia byť s ohľadom na aktuálne vzdelávanie prostredníctvom médií neodkladne prispôbené novým podmienkam. Predkladaná štúdia poukazuje na nevyhnutnosť rozvíjania metodických nástrojov, s pomocou ktorých budú vhodné webové stránky využívané pri práci v školách a knižniciach. Riešenie tejto situácie je potrebné aj vzhľadom na vytváranie spolupráce medzi knižnicami a školami.

Povzetek raziskave

Raziskava ni reprezentativna zaradi omejenega števila vzorcev, vključenih v raziskavo. Kljub temu pa lahko rečemo, da dobljeni rezultati prikazujejo sodobne tendence pri uporabi interneta. Pokazali so se tudi nekateri problemi, značilni za vse države, v katerih je bila opravljena raziskava. Na primer, v veliko državah v učilnicah ni računalnikov, učenci jih lahko uporabljajo le v posebnih, računalniških učilnicah.

Splošne tendence

Rezultati kažejo, da otroci uporabljajo internet za igranje igrice, pisanje domačih nalog, poslušanje glasbe, pogovarjanje. Ne vejo pa ničesar o pomenu interneta kot možnosti za večkulturno izobraževanje in večinoma v internetu ne prebirajo gradiva, povezanega z otroško literaturo. Zato rezultati raziskave niso obetavni za osnovni cilj projekta: preveriti kako in če sploh otroci in odrasli, ki delajo z otroki, uporabljajo internet za medkulturno izobraževanje in vzpodbujanje branja.

Tudi veliko učiteljev ne uporablja interneta za te namene. V šolah se računalniki ne uporabljajo niti za delo z otroško literaturo niti za spodbujanje interkulturnega izobraževanja. Učitelji, ki lahko navedejo primere internetne strani, ki vzpodbujajo branje ali interkulturno izobraževanje, in jih tudi uporabljajo pri svojem delu, so redki.

Iz raziskave lahko izpeljemo naslednji sklep: učitelji, učenci, bibliotekarji uporabljajo internet, toda še zmeraj ne za proučevanje specializiranih in izobraževalnih tem niti v učilnicah niti v knjižnicah.

Otroci (med 8 in 14 letom)

Otroci začinjajo uporabljati internet precej zgodaj. Večina otrok med 8 in 10 letom že uporablja internet. Odstotek uporabnikov se giblje med 65 in 100 %. V drugih starostnih skupinah odstotek otrok, ki uporabljajo internet, narašča. V starostni skupini med 12 in 14 letom je odstotek uporabnikov med 91 in 100 %.

Zaradi sodobnega razvoja tehnologij ima v večini držav že skoraj vsaka družina računalnik z internetno povezavo doma. Praktično je osnovno mesto, kjer se otroci učijo uporabljati internet in ga tudi najraje uporabljajo, »doma«. Na drugem mestu je šola, sledita odgovora »pri prijateljih« in »pri sorodnikih«. Dečki veliko več uporabljajo internet klube kot deklice.

Knjižnice imajo pri uporabi interneta zanemarljivo vlogo. Zelo majhen odstotek anketirancev je knjižnico navedel kot mesto, kjer uporablja internet ali se ga je naučil uporabljati. Na Portugalskem, na primer (kjer so bili anketirani samo otroci iz manjših krajev) pa učenci uporabljajo internet v knjižnicah, ker ima dostop do interneta doma samo majhen odstotek učencev. Toda ta primer pogoste rabe interneta v knjižnicah je izjema. V vseh drugih državah, kjer je bila izpeljana raziskava, je odstotek otrok, ki uporabljajo internet v knjižnicah, zelo majhen. Na knjižnice se še zmeraj gleda na tradicionalen način: kot na mesta, kjer se sposojajo knjige, in ne kot na mediateke – mesta, kjer je možno uporabljati različne medije.

V nekaterih državah uporaba interneta v knjižnicah nekoliko narašča s starostjo anketirancev. V večini držav so najboljše internetne strani za literaturo izdelale prav knjižnice. Kljub temu pa knjižnice ne uporabljajo vseh svojih zmožnosti, in to celo v državah z dobro razvitimi knjižnicami in velikim knjižničnim omrežjem (npr. Finska in Poljska). Naša raziskava kaže, da imata šola in knjižnica velike izobraževalne zmožnosti, ki pa jih izobraževalni sistem ne uporablja v celoti, sodelovanja med knjižnicami in šolami pa v večini držav sploh ni ali pa je zanemarljivo.

Angleški, francoski in nemški otroci zelo redko uporabljajo internetne strani v tujih jezikih, še posebej v zgodnjem otroštvu. To je verjetno posledica dejstva, da lahko najdejo zanimive internetne strani v svojih jezikih. V drugih državah, npr. v Avstriji pa je uporaba internetnih strani v tujih ali maternem jeziku anketirancev različna: odstotek otrok z nenemškim maternim jezikom je skoraj enak odstotku otrok, ki uporabljajo internetne strani v tujih jezikih. V veliko primerih otroci z nenemškim maternim jezikom uporabljajo internetne strani v svojem maternem jeziku, pa tudi strani v tretjem, četrtem jeziku. Portugalski otroci pogosto uporabljajo internetne strani v španščini, medtem pa španski otroci ne uporabljajo portugalskih strani.

Z višjo starostjo anketirancev se večja tudi odstotek otrok, ki uporabljajo internetne strani v tujih jezikih. Povečuje se tudi število otrok, ki uporabljajo internetne strani, na katerih je mogoče brati leposlovna dela. V starostni skupini od 12 do 14 leta četrtnina otrok v Veliki Britaniji pozna internetne strani, kjer lahko prebirajo leposlovje. Toda tudi to je bolj izjema, saj raziskava kaže, da večina vseh učencev med 12 in 14 letom ne obiskuje internetnih strani za otroško in mladinsko literaturo. Bolj jih zanimajo strani s pop in vizualno kulturo. Prav tako se opaža, da potrebujejo možnost za predstavljanje lastnih idej in dokazovanje svoje umetnosti pisanja, zato komunicirajo s svojimi vrstniki preko interaktivnih dnevnikov in spletnih klepetalnic.

Vizualne želje vseh otrok, ki so sodelovali v raziskavi, so enake. Želijo si barv, slik, animacij, filmov, vseh pa jim je tudi glasba na internetnih straneh. Razen tega jih zanimajo internetne strani, primerne za njihovo starost in s primeno, berljivo pisavo.

Odrasli

Učitelji, knjižničarji in študentje uporabljajo internet, toda le da se pripravijo za službo ali iščejo informacije o določenih temah. Zanimivo je tudi, da zelo malo anketiranih odraslih navaja internetne strani, povezane z interkulturnim izobraževanjem ali vzpodubjanjem branja.

Najpomembnejši elementi internetnih strani za otroke so po mnenju vzgojiteljev: visok nivo informacij, pogosto aktualiziranje, berljivost, privlačnost in dostopnost. Glede vsebine pa menijo, da so najpomembnejši elementi: dobre povezave, biografski podatki in odlomki iz leposlovnih del, ki jim sledijo primerne vaje in recenzije.

Čeprav imajo skoraj vsi anketirani odrasli dostop do interneta, ga zelo redko uporabljajo v učilnicah, še manj pa jih uporablja internetne strani z otroško literaturo. V veliko državah je to posledica dejstva, da obstaja zelo malo kvalitetnih internetnih strani. Razen tega niso vsi delavci v izobraževalnem sistemu poučeni o tem in ne vejo, kako naj uporabljajo internet v učilnicah.

Prihodnje naloge

Prihodnost izobraževanja si ne moremo zamisliti brez uporabe kombinacije različnih medijev.

Vloga taki imenovanih novih medijev v učilnicah postaja vse pomembnejša, pa kljub temu priprave učiteljev v Evropi precej počasi vključujejo nove medije v izobraževalne programe za učitelje. Izzivi, ki jih novi mediji prinašajo učiteljem in knjižničarjem, pomenijo, da morajo biti izobraževalni programi učiteljev usklajeni z novimi pogoji in da izobraževanje o medijih postane obvezni del izobraževanje učiteljev in knjižničarjev. V naši raziskavi je opažena velika potreba po metodični obdelavi tega področja in uporabi s primernimi internetnimi stranmi v šolah in knjižnicah. Drugo možno področje za prihodnje delovanje mreže EDM Reporter je pripraviti ideje in predloge za lažje sodelovanje knjižnic in šol.

Resumen de la investigación

La investigación no puede ser considerada como representativa debido al limitado número de participantes incluidos en la muestra. Sin embargo, podemos expresar que los resultados obtenidos nos proporcionan una perspectiva general sobre el uso de Internet en la época actual. De igual modo, nos hacen vislumbrar algunos problemas que son comunes en todos los países donde los cuestionarios han sido aplicados. Uno de los mencionados problemas tiene que ver con la no presencia de equipos informáticos en las aulas situación que deriva en que los niños deben usar otros espacios físicos y curriculares para acceder al uso de los mencionados equipos.

Tendencia general

Los resultados muestran que los niños utilizan Internet para jugar, para realizar sus tareas de clase, para escuchar música y para chatear. No parece existir una conciencia sobre la importancia del uso de internet para afrontar la educación multicultural, y no suelen leer materiales relacionados con la Literatura infantil. Debido a estas razones los resultados de la investigación no ayudan al principal motivo de este proyecto –comprobar si y cómo los niños y los adultos pueden trabajar con Internet con vistas a potenciar la Educación Intercultural y la promoción de la lectura.

La mayoría del profesorado no usa Internet con estos propósitos. En las instituciones escolares parece que los ordenadores no se usan para trabajar con la Literatura Infantil o para promocionar la Educación Intercultural. Muy poco profesorado nos facilita ejemplos sobre la labor con contenidos interculturales y relacionados con lecturas infantiles mediante el uso de Internet.

En muchos de los países el ordenador en la clase no existe. En la mayoría de los casos los equipos informáticos se ubican en clases especialmente preparadas para la enseñanza relacionada con la informática.

Estamos en condiciones de extraer esta conclusión principal: profesorado, bibliotecarios y estudiantes usan Internet, pero todavía no muestran interés por explorar conceptos específicos de la educación ni en la clase ni en la biblioteca.

Niños

► Los niños comienzan a usar Internet a temprana edad. La mayoría de ellos encuadrados en el grupo de edad 8-10 ya han usado internado, el porcentaje oscila entre el 65 y el 100%. Conforme aumenta la edad, por ejemplo en el grupo de 12-14, el porcentaje se eleva a la franja 91 a 100%.

► Debido al desarrollo actual de la tecnología, cada familia de cada país donde se ha realizado la investigación posee un equipo informático con conexión a internet. Por ello el lugar principal donde los niños aprenden a usar internet es el hogar, y es en este lugar donde prefieren navegar.

► Las bibliotecas desarrollan un papel marginal en el uso de internet por parte de los participantes en la investigación realizada. En lo concerniente al uso de Internet en las bibliotecas, existe una correlación entre la posibilidad que tienen los niños de usar Internet en sus hogares y la utilización de Internet en la escuela o en la biblioteca. Los niños que no poseen Internet en sus casas son un menor número en relación a los que sí. Por ejemplo en Portugal (donde sólo se aplicó el cuestionario a niños de ciudades pequeñas), los estudiantes usan Internet en la biblioteca porque un porcentaje muy pequeño tiene conexión en sus hogares. Este ejemplo es una excepción. En todos los demás países donde la investigación ha sido llevada a cabo, el porcentaje de niños que utilizan Internet en la biblioteca es muy bajo. Ésta se sigue considerando desde la perspectiva tradicional, es decir, un lugar donde es posible hacer uso del préstamo de libros y no como una mediateca –un sitio donde esta posible utilizar diferentes medios y debatir acerca de distintos conceptos.

► En algunos países el uso de Internet en la biblioteca aumenta de manera significativa conforme la edad es mayor, y generalmente las mejores páginas web están elaboradas y promovidas desde las bibliotecas. Pese a todo, las bibliotecas no aprovechan todo su potencial, incluso en países donde existe una muy buena red de desarrollo de bibliotecas como Finlandia o Polonia. Nuestra investigación muestra que las instituciones educativas y las bibliotecas tienen un gran potencial educativo que no es usado de manera efectiva por el sistema, y que la sinergia entre biblioteca y escuela en muchos de los países es inexistente o muy deficitaria.

► Los niños del Reino Unido, Francia y Alemania de forma muy poco frecuente usan páginas web que estén confeccionadas en otras

Lenguas, especialmente en edades tempranas. Este hecho se debe a la situación de que ellos encuentran páginas muy interesantes en su propio país. En otros países, como Austria, hay una correlación entre el uso de páginas web en idiomas extranjeros y la Lengua materna de los usuarios –el porcentaje de niños con otra Lengua materna diferente al alemán es casi el mismo que el porcentaje de los que usan páginas web que se muestran en Lenguas extranjeras. Ellos desarrollan una habilidad para estudiar Lenguas extranjeras y a veces utilizan páginas web correspondientes a una tercera o cuarta Lengua. Los niños portugueses suelen hacer uso de páginas web españolas. Este caso no acontece de manera inversa.

► Conforme las edades grupales se incrementan, aumenta el número de niños que usan páginas en otras Lenguas y los niños que conocen páginas web donde puedan acceder a Literatura Infantil y Juvenil. En el Reino Unido, en el grupo correspondiente a 12-14 años, hay un 25% que conoce páginas web donde leer este tipo de Literatura. A la luz de los resultados de la investigación, se puede afirmar que los estudiantes del grupo 12-14 años (con algunas excepciones) no acceden a las páginas web de Literatura Infantil y Juvenil. Están más interesados en encontrar cuestiones relacionadas con la música y con la cultura visual. Parece ser que ellos requieren Internet para expresar sus ideas a través de diarios interactivos y salas de chat.

► Las preferencias visuales de los niños son comunes en todos los que completaron los cuestionarios. A ellos les gustan los colores, las fotos, las animaciones, las películas, aunque también aprecian la aparición de la música en las páginas web. Además, prefieren que el formato de las páginas web se adapte a su edad a la hora de poder leer las mismas.

Adultos

► Profesorado, bibliotecarios y estudiantes utilizan Internet, pero únicamente para preparar sus clases o para investigar; no lo usan para saber más sobre determinadas cuestiones educativas. Es interesante reseñar que muy pocos encuestados, bien expertos o estudiantes, mencionaron páginas web que estuviesen relacionadas con la Educación Intercultural o con la promoción de la lectura. Esto debe ser tenido en cuenta como un posible tema para futuras investigaciones.

► Los elementos más importantes en las páginas web para niños o para adultos que trabajan con niños son, de acuerdo con la opinión de los expertos: alto grado de información, actualización regular, que sean fácilmente leíbles, apariencia atractiva y adaptada al usuario. Los aspectos más importantes relacionados con el contenido son: buenos enlaces, información biográfica y extractos de los libros mencionados en la página, seguidos de recursos didácticos y reseñas.

► Aunque casi todos los expertos tiene acceso a Internet, muy pocos lo usan en la clase y muchos menos utilizan páginas web relacionadas con la Literatura Infantil. En muchos países esta situación es debida al hecho de que no existen tantas páginas web con calidad; de igual manera los educadores no han sido formados en este ámbito y no tienen conciencia de la necesidad de utilizar Internet en las aulas.

Perspectivas futuras:

El futuro de la educación en las escuelas es impensable sin la combinación de diferentes medios. Aunque el papel de los llamados “nuevos medios” en las escuelas está comenzando a ser importante, la formación de maestros a lo largo de toda Europa está incorporando de manera muy lenta los nuevos conceptos en sus currícula. Los desafíos que los nuevos medios crean al profesorado y a los bibliotecarios implican que los programas de formación deben adaptarse a las nuevas condiciones sociales, y que la formación referida a los medios tecnológicos y su uso educativo debe formar parte de la proceso formativo de los bibliotecarios y del profesorado. Nuestro estudio destaca la necesidad de desarrollar herramientas metodológicas para usar apropiadas páginas web en las escuelas y en las bibliotecas. Un ámbito potencial de trabajo para EDM Reporter es sugerir ideas y actividades que faciliten la sinergia entre las instituciones educativas y las bibliotecas.

ANNEXE



Introduction and Objectives

The purpose of this paper is to reflect on how to evaluate the quality of websites on reading and define some guidelines for this purpose. The goal is to identify quality websites on reading that could be recommended to educators, parents and children. For that we propose to consider criteria for evaluation of websites in general and then to suggest criteria for evaluating websites in reading and children's fiction.

I Why do we need criteria for evaluating a website?

The reasons are manifold, but there are some that are most often quoted:

- 1) Because there is a huge amount of material on the Internet that requires selection.
- 2) Because, as educators, it is our mission and responsibility to scrutinise all the material that we recommend to children as educational.
- 3) Because we have been brought up with a written academic culture of journals and books which presuppose a meticulous scrutiny for credibility and accuracy. "There is one resounding difference between educational materials published on the Internet and educational materials found in more traditional sources such as journals and textbooks. Materials found in journals and textbooks have been meticulously scrutinized for credibility and accuracy. But, Internet resources are often not subject to such scrutiny." claim Boklaschuk and Caisse (2001).

II What should be evaluated in a website?

Studies that evaluate the quality of websites have to previously define what their purpose is. For example, are we evaluating a website for its friendliness and easiness in terms of usability? Or are we evaluating it for accuracy of content and credibility of information? The answers to these questions depend on what we want a website for.

But websites are also evaluated for the function they are supposed to perform. Is a website

- For education & training?
- For entertainment?
- For communication?
- For information dissemination?
- For commerce and advertising? (categories by Anagnostelis, 2002)

According to each one of these functions, a website will be valued predominantly for the quality and reliability of information it displays, for its accessibility or for its presentation. Websites are, however, quite often evaluated in terms of their design according to the categories in table 1 (which may serve as an example).

Table 1 (Tan and Tung, 2003)

Category	Definition
Graphics usage	Refers to the purpose for which websites are used and extent of usage, including the quality of graphics and how they are being organised
Text usage	Relates to the purpose of using a text-based interface
Content / Information	Mainly the scope (wide or specific) and quality of information
Updates	Design considerations with respect to websites that require updating
Layout / Space usage	How web space is utilised to present the features and functions across the pages within the website
Presentation of information	Concerns the implications of using colours, fonts and display styles to present information
Headlines	Covers the objective and extent of headline usage
Categorisation of information	Refers to ways of grouping information on the pages in order to facilitate reading
Navigation	The features used in designing the site that facilitates transition from page to page
Colour use	Concerns the usage and choice of colours used
Visual appearance	How the website looks and the impact it effects
Advertisements / Pop-ups / Animation	The purpose and extent of usage of such features
Downloading Time	Factors in designing that impact speed of downloading
Establishing website's identity	Various methods designers use to portray its unique image

These criteria help people evaluate 14 aspects of any website in general terms. However, from the point of view of educators, who want to use a website with children and recommend it to children, other criteria need to be added to the above list. Below there are some suggestions:

- the authority of the author/creator of the website (is the author identified? Do we learn important biographical information on the author of the website?)
- the stability of information and whether it is updated (websites can present updated information better than other media)
- the accuracy of information & comparability with related sources
- the workability: user-friendliness, connectivity, search access of a website
- the purpose of the resource: what is it for?
- the nature of intended users. Who is it for?
- information inclusion of material: who can contribute and how?
- citation of material sources;
- scope & comprehensiveness of the materials;
- uniqueness of resources;
- level of regard by the Web community and specialists in a particular field.

Below, in table 2, you find a table that is specifically conceived for the evaluation of educational websites and that may be used as a point of departure for a more specific definition of criteria to evaluate reading websites:

Table 2 (From: Boklaschuk and Caisse, 2001)

NINE CRITERIA FOR EVALUATING EDUCATIONAL WEB SITES	
1. AUDIENCE	<ul style="list-style-type: none"> - Clearly states the academic level of target audience. - Contains content and activities that match the academic level of the web site's target audience. - Recognizes that students learn in different ways.
2. CREDIBILITY	<ul style="list-style-type: none"> - Author has appropriate credentials to author the content of the web site. - Author's name, email/contact info, or address/phone number is provided. - The educational credentials or expertise of the author is stated on web site. - The web master/web designer is credible and provides contact information. - Author responds to queries about the web site's content.
3. ACCURACY	<ul style="list-style-type: none"> - Web site should state the educational background of the author. - Web site should distinguish between the author of the content and the designer of the web site because lack of accurate information can be masked by the 'print' of an expert web designer or web master. - The web site's information clearly matches the web site's intended purpose. - Web site is free from grammatical and typographical errors.
4. OBJECTIVITY	<ul style="list-style-type: none"> - Content is free from commercial, political, gender, or racial bias. - The web site's stated curricular goals, objectives, and motives should match its content. - If the content is based upon personal opinion, the author should make it known to the reader. - The content contains a neutral or positive tone. - Affiliations with other educational organizations/companies are stated. - Check the web site address or URL/domain to locate the organizational source of the web site.
5. COVERAGE	<ul style="list-style-type: none"> - The scope of information is stated. - Evaluated links complement the web site's content. - The information is cited properly to allow access to a larger information base.
6. CURRENCY	<ul style="list-style-type: none"> - Web site clearly indicates the publishing date as well as when the content was last updated.
7. AESTHETIC OR VISUAL APPEAL	<ul style="list-style-type: none"> - The use of graphics and colours enhance the web site's information. - There is a balance of text and graphics corresponding to the ability of the audience.

<p>8. NAVIGATION</p> <ul style="list-style-type: none"> - Home page contains direct links to all other parts of the web site. - Useful content is no more than 3 clicks away from home page. - All links are kept current and active and the links take user to valid and appropriate content. - Each page or section on the web site is clearly labelled.
<p>9. ACCESSIBILITY</p> <ul style="list-style-type: none"> - Any special software requirements to view web site's content is stated clearly. - Web site has text-only option to accommodate visually impaired users. - Web site loading time is minimal/web designer informs the user of length of download time. - Access to content should be free, user should not have to pay a fee or provide personal information (name, e-mail address) to gain access to educational content.

III Suggestions for evaluating websites on reading and children's literature

All aspects mentioned above are relevant for evaluating websites on reading and children's literature that educators may want to recommend to children or use with children. A quick review:

The aim and purpose of a website (what is it about? How is it going to be presented? What for?)

Its intended readership or audience (Who is it for? Is it clearly stated?)

Authorship (Do we know who the author and web manager are? Can we trust them?)

Its form (graphics usage, text usage, layout and space usage, presentation of information, updates, headlines, categorisation of information, navigation, colour use, visual appearance, use of advertisements, pop-ups and animation, downloading time, its way of establishing an identity, navigation and accessibility on the web)

Its content (what is the audience supposed to learn? Is the information reliable, accurate, stable, regularly updated, compared to related sources? Is the material comprehensive, unique, highly regarded by the web community? Is information presented objectively?)

To evaluate the quality of websites on reading and children's literature for adult educators to use with or recommend to children, one of the first things to bear in mind is that these websites for children may or not be educational. Some may be resource pages to supplement pedagogical material, others more oriented towards entertainment and the joy of reading.

The second aspect to take into consideration is reading theories that educators bring into websites. One educator may use reading just to supplement writing skills, another to enhance aesthetic appreciation and critical judgement in children. It is important to be clear about this.

The third aspect to take into consideration is that web text reading is different from the reading skills used in books, because besides the standard reading skills (linguistic, sociological and aesthetic as the most common) it:

- Requires high levels of visual literacy skills to enable comprehension of multimedia components
- Requires evaluation of text and non-text (graphics, multimedia, and images)
- Requires distinction between important visual images and mere beautification of sites (Wendy Sutherland-Smith, 2002)

So, what we suggest is a list of questions an educator may ask about any website on reading and children's literature in order to evaluate it, based on the models presented above.

Questions have been divided into two sections: technical and content. Each of these is further subdivided as can be seen in tables 3 and 4. In the educational context attention should be focused on the relevance and utility content aspects below.

Table 3. Technical aspects

Design	<p>Is the website accessible by the lowest level available browser? (notice that it shouldn't take too long to download)</p> <p>Does it show a logical organization (navigability)?</p> <p>Are the graphics and the colours used in a way to make it easier for the user to understand the content?</p> <p>Is there the right combination of text and graphics that will encourage users to stay in the site or to explore the site more thoroughly? (This will be specific for certain audiences: younger children will need more graphical and visual information to supplement text).</p>
---------------	--

Navigation	<p>Does the home page or main page have a direct link to all of the other sections of the web site? (table of contents, an index, site map, pull-down menu, etc. Notice that: navigation within an educational web site can be considered user-friendly if “the useful content is no more than 3 clicks away from the main page”(Oregon Public Education Network, 1997-2001).</p> <p>Are all links currently active? Valid? And appropriate?</p> <p>Is each page on the site clearly labelled?</p> <p>Are sections for children and for teachers clearly marked?</p>
Disclosure	<p>Does it clearly state its mission or purpose?</p> <p>Does it state the type of information it will provide?</p> <p>Does it state how the information can be used?</p> <p>Does it identify content areas?</p>
Interactivity	<p>Are there mechanisms for exchange of information between the user and the website or among several users?</p>
Accessibility	<p>Is the text readable against the background? (notice: a single, solid colour with high contrast to the text colour is more readable)</p> <p>Are there symbols for sign posting?</p> <p>Is the layout, page-length and font appropriate for children?</p>

Table 4. Content aspects

Relevance or utility	<p>Are the images and multimedia relevant?</p> <p>Is the hyperlinked material relevant?</p> <p>How is it useful for the audience?</p> <p>(1) does the site help build information on a certain topic / author/ book /etc.?</p> <p>(2) does the site help build an understanding of the literary processes?</p> <p>(3) does the site help build an understanding of society?</p> <p>(4) does the site help build an understanding of the social context in which the literary work is done? (Welborn and Kanar, 2000)</p> <p>(5) does the site offer possibilities of a rich reading experience?</p> <p>(6) from an intercultural point of view, does the site allow readers to explore new, undiscovered environments?</p> <p>(7) does the site promote cultural knowledge about own culture and the cultures of others?</p> <p>(8) does the site introduce variety of genres, themes, traditions of storytelling?</p> <p>(9) does the site actively seek the independent critical reading of intended audience? Can it talk about books, reading experiences? Can they state their preferences and explain why?</p> <p>Do the activities match the academic level of the web site’s target audience? “The reading level is too high or too low, or the activities are either too complex or too simple” then the web site is not as strong as it should be.</p> <p>Does the website provide multiple ways for students to learn about the same content?</p>
Safety	<p>Does the website ask users to identify themselves?</p> <p>Does it provide clear membership conditions?</p> <p>Does it explain clearly the policies and rules of conduct?</p>

Information quality	<p>Is the information accurate? Are there any grammatical or typographical errors? Does the site show what it stated as its purpose? Are there indications of any omissions in content? Does it identify the original sources that support the information at the site?</p> <p>Do we know who is the author of the information? Does the author have the appropriate credentials to author a website for children?</p> <p>Are sources of materials clearly acknowledged?</p> <p>What is the breath and depth of the information provided? Does it have current information?</p> <p>Are there instances of bias? Does it try to persuade rather than inform? Are there overgeneralizations and simplifications? Does it lean towards a particular idea?</p> <p>Are there conflicts of interest? (does it contain many advertisements? Are they clearly identified as such? Does it give things to persuade?)</p> <p>Is the setting of the website appropriate as a learning environment? Does it have many distractions? Advertisements?</p>
----------------------------	--

IV Bibliography

Betsy Anagnostelis, 2002. "Innovations online" Health Information and Libraries Journal, 19, pp. 98-108. [article online].

Kelli Boklaschuk and Kevin Caisse. EVALUATION OF EDUCATIONAL WEB SITES. Educational Communications and Technology. University of Saskatchewan. April, 2001. [article online].

Donita R. Croft and Michael W. Peterson. "An Evaluation of the Quality and Contents of Asthma Education on the World Wide Web". American College of Chest Physicians, 2002. [article online].

Anemie Leysen. "Didactic Guide for Teachers: Flemish website boekenzoeker (www.boekenzoeker.org)" EDM Newsletter nr. 2, 2006. pp.1-3.

Peter Murray and Mary Anne Rizzolo "Reviewing and evaluating Web sites - some suggested guidelines" JULY 30/VOLUME 11/ NUMBER 45/1997. [article online].

Marilyn H. Oermann, Jane Gerich BSN, Lisa Ostosh and Sylvia Zaleski "Evaluation of asthma websites for patient and parent education", Journal of Pediatric Nursing . Volume 18, Issue 6 , December 2003, Pages 389-396. [article online].

Costin Pribeanu. "A sample set of sociability heuristics in Towards a framework for the evaluation of web sites intended to support online communities." National Institute for Research and Development in Informatics Bd. Mareşal Averescu, 8-10, 71316, Bucharest, Romania. [article online].

Wendy Sutherland-Smith (2002) Weaving the literacy Web: Changes in reading from page to screen. The Reading teacher, 55:7, 662-669. [article online].

Félix B. Tan and Lai Lai Tung. "Exploring Website Evaluation Criteria using the Repertory Grid Technique: A Webdesigner's Perspective" Proceedings of the Second Annual Workshop of HCI Research in MIS, Seattle, WA, December 12-13, 2003. 65-69. [article online].

Victoria Welborn and Bryn Kanar Building Websites for Science Literacy. Issues in Science and Technology Librarianship. Winter 2000. [article online].



Age group 8-10

1. What is your nationality?

What is your mother tongue?

2. Are you

a girl

a boy

3. How old are you?

4. Do you use the Internet?

yes

no

5. If you don't use it, why?

6. Where do you use the Internet?

at home

at school

in the public library

in an Internet café

other/s

(More answers are possible)

7. Where did you learn how to use the Internet?

at home

at school

in the public library

in an Internet café

other/s

(More answers are possible)

8. Do you use websites in foreign languages?

If yes, which?

yes

no

9. Why do you use the Internet?

to enjoy myself

to do schoolwork

to play games

to chat

to meet people

to listen to music

to get information

to get reading material

to get personal help

to buy something

other/s

(More answers are possible)

10. Rate the following aspects of the websites you use with "not important" and "very important", by putting a cross:

Site appearance

not important

very important

- colours
- photos
- animation
- films
- music
- font size



Site content

not important

very important

- It has to be appropriate to my age
- It allows me to post comments
- It allows me to chat
- It helps me do schoolwork
- It is about my country of origin
- It allows me to know about other countries
- I can play
- It's got photos and pictures
- It's got video clips
- I can learn something about children's books

11. Do you know any sites where you can read fiction?
If yes, please give name and address of each web site?



Age group 10-12

1. What is your nationality?

What is your mother tongue?

2. Are you

a girl

a boy

3. How old are you?

4. Do you use the Internet?

yes

no

5. If you don't use it, why?

6. Where do you use the Internet?

at home

at school

in the public library

in an Internet café

other/s

(More answers are possible)

7. Where did you learn how to use the Internet?

at home

at school

in the public library

in an Internet café

other/s

(More answers are possible)

8. Do you use websites in foreign languages?

If yes, which?

yes

no

9. Why do you use the Internet?

to enjoy myself

to do schoolwork

to play games

to chat

to meet people

to listen to music

to get information

to get reading material

to get personal help

to buy something

other/s

(More answers are possible)

10. Rate the following aspects of the websites you use, by using the scale 1(not important), 3 (important) and 5 (very important):

(More answers are possible)

Site appearance

1(not important)

3(important)

5(very important)

- colours
- photos
- animation
- films
- music
- font size
- menus

Site content

1 (not important)

3 (important)

5 (very important)

It has to be appropriate to my age

It allows me to post comments

It allows me to chat

It helps me do schoolwork

It is about my country of origin

It helps me to know about other countries

I can play

It's got photos and pictures

It's got video clips

I can learn something about books for children and teenagers

Other/s

11. Comment on three websites that you use frequently.

1.

Name:

Address:

What do you like about it?

2.

Name:

Address:

What do you like about it?

3.

Name:

Address:

What do you like about it?

12. Do you know any sites where you can read fiction?

If yes, which?

Age group 12-14

1. What is your nationality?

What is your mother tongue?

2. Are you

a girl

a boy

3. How old are you?

4. Do you use the Internet?

yes

no

5. If you don't use it, why?

6. Where do you use the Internet?

at home

at school

in the public library

in an Internet café

other/s

(More answers are possible)

7. Where did you learn how to use the Internet?

at home

at school

in the public library

in an Internet café

other/s

(More answers are possible)

8. Do you use websites in foreign languages?

If yes, which?

yes

no

9. Why do you use the Internet?

to enjoy myself

to do schoolwork

to play games

to chat

to meet people

to listen to music

to get information

to get reading material

to get personal help

to buy something

other/s

(More answers are possible)

10. Use the scale 1 (not at all important) - 6 (very important) to rate the following aspects of the websites you use:

Site appearance

not important

very important

- colours
- photos
- animation
- films
- music
- menus
- font size



Site content

not important

important

very important

- It has to be appropriate to my age
- It allows me to post comments
- It allows me to chat
- It helps me do schoolwork
- It is about my country of origin
- It helps me to know about other countries
- I can play
- It's got photos and pictures
- It's got video clips
- I can learn something about books for children and teenagers
- Other/s

11. Comment on three websites that you use frequently.

1.
 Name:
 Address:
 What do you like about it?

2.
 Name:
 Address:
 What do you like about it?

3.
 Name:
 Address:
 What do you like about it?

12. Do you know any sites where you can read fiction?
 If yes, which?



Educationalists

Increased use of the internet by children has created the need to establish criteria for evaluating web-pages for children and young people. The Electronic Digital Media Reporter Comenius 3 Network will evaluate children's literature websites so that they can be used effectively to promote multicultural education.

We'd be grateful if you would help us by filling in the following questionnaire!

1. Are you a librarian teacher teacher trainer student

2. Is your institution located in an urban area rural area

3. Do you have computers in your classroom yes no
If yes, how many?

4. Do you have access to the Internet yes no
If yes, where?
 in the classroom in the library
 in the faculty at home
 others

5. Please list the addresses of children's literature websites that you use frequently (with short descriptions). Feel free to use more space if needed.

6. Please list children's literature websites (with short descriptions) that you would recommend to:

a) professionals:

b) children:

7. Do you have experience of using these websites in your work

yes no

If yes, how?

8. When you visit children's literature websites, what is important to you?

attractive appearance user-friendly
 readable interactive
 updated regularly informative
 high level of information covers wide age range
 variety of content offers didactic material

Content offers:

- extracts from featured books
- book reviews
- biographic information on authors, illustrators, translators
- focus on authors
- focus on books

Website offers:

- news corners
- good links
- other/s

9. Please list websites for children or for professionals which focus on intercultural aspects in children's literature (with short descriptions)

10. Which cultures are represented in these websites? In which languages?

11. How are they represented?

12. Do the books represented on the websites respect other cultures in a non-stereotypical way?

- yes no

13. Does your institution have its own website containing information on children's literature?

- yes no